

7 Miss. Admin. Code, Part 186

MISSISSIPPI  
College- and Career-Readiness  
Arts Learning Standards  
*for* **MUSIC**  
2017



The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P.O. Box 771, Suite 203, Jackson, MS 39205-0771, (601)359-3511.

**Mississippi Department of Education**

359 North West Street  
P. O. Box 771  
Jackson, Mississippi 39205-0771  
(601) 359-3511  
[www.mdek12.org/ESE/VPA](http://www.mdek12.org/ESE/VPA)

# ACKNOWLEDGEMENTS

## MISSISSIPPI DEPARTMENT OF EDUCATION

**Carey M. Wright, Ed. D.**

STATE SUPERINTENDENT OF EDUCATION

**Kim S. Benton, Ed. D.**

CHIEF ACADEMIC OFFICER

**Jean Massey, Executive Director**

OFFICE OF SECONDARY EDUCATION

**Nathan Oakley, Ph.D., Executive Director**

OFFICE OF ELEMENTARY EDUCATION & READING

**Jill Dent, Ph.D., Bureau Director**

*Early Childhood*

OFFICE OF ELEMENTARY EDUCATION & READING

**Melissa Banks, Office Director II**

*Instructional Technology Specialist*

OFFICE OF ELEMENTARY EDUCATION & READING

**Limeul L. Eubanks, MFA., Staff Officer III**

*The Arts (Dance, Media Arts, Music, Theatre, and Visual Arts)  
and World Languages*

OFFICE OF SECONDARY EDUCATION

## STEERING COMMITTEE

**Chris Young, Music Standards Chair**

*Choral Music Director, Sumner Hill Jr. High*

CLINTON PUBLIC SCHOOL DISTRICT

**Jennifer Davis, Music Standards Co-Chair**

*Choral Music, Meridian High School*

MERIDIAN PUBLIC SCHOOL DISTRICT

**Matt Rowan, Music Standards Co-Chair**

*Band Director, Pearl High School*

PEARL PUBLIC SCHOOL DISTRICT

**Lane Thompson, Music Standards Chair**

*Associate Director of Bands, Grenada High School*

GRENADA PUBLIC SCHOOLS

**Kristy Brumfield**

*Porters Chapel Academy*

MS ASSOCIATION OF INDEPENDENT SCHOOLS

**Len Killough**

*Band Director, Hernando High School*

DESOTO COUNTY SCHOOL DISTRICT

**Sharon Laird**

*Band Director, Oak Grove High School*

LAMAR COUNTY SCHOOLS

**Wes Morehead**

*Director of Bands, Gulfport High School*

GULFPORT SCHOOL DISTRICT

**Jerry Pickering**

*Director of Bands, Northwest Rankin High School*

RANKIN COUNTY SCHOOL DISTRICT

**Nancie Simmons**

*Music Teacher, Anniston Elementary School*

GULFPORT SCHOOL DISTRICT

**Regina Weeks**

*Choral Director, Starkville High School*

STARKVILLE SCHOOL DISTRICT

**Chris Word**

*Band Director, Petal Upper Elementary*

PETAL SCHOOL DISTRICT

## ADVISORY COMMITTEE

---

**Althea Jerome**

*Music Educator and Teaching Artist*  
HATTIESBURG, MISSISSIPPI

**Mark Hugh Malone, Ph.D.**

*Music Education and Graduate Studies*  
WILLIAM CAREY UNIVERSITY

**Andrea Coleman**

*Whole Schools Initiative Director*  
MISSISSIPPI ARTS COMMISSION

## TABLE OF CONTENTS

---

---

ACKNOWLEDGEMENTS .....	3
PURPOSE OF THE ARTS LEARNING STANDARDS.....	6
MISSION OF ARTS EDUCATION .....	7
ARTS INTEGRATION .....	7
ARTISTIC LITERACY.....	7
OVERVIEW OF THE ARTS LEARNING STANDARDS.....	8
BENEFITS OF THE ARTS IN EDUCATION.....	8
FOUNDATIONS AND GOALS .....	9
UNDERSTANDING THE ARTS LEARNING STANDARDS .....	10
INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC .....	14
Pre-Kindergarten THROUGH 8 <sup>th</sup> Grade .....	17
Harmonizing Instruments .....	70
Technology .....	101
Music Composition and Theory .....	117
Performing Ensembles .....	136
GLOSSARY .....	164
REFERENCES .....	174

## PURPOSE OF THE ARTS LEARNING STANDARDS

---

The Mississippi College- and Career-Readiness Arts Learning Standards in all the arts (dance, media arts, music, theatre, and visual arts) are designed to empower and inspire arts educators and their students to explore the many facets of the arts and prepare them for a lifetime of engagement with art forms. The Mississippi Department of Education is dedicated to student success, improving student achievement in the arts, equipping citizens to solve complex problems, and establishing fluent communication skills within a technological environment. The Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

The purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these Mississippi Arts Learning Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

The Mississippi College- and Career-Readiness Arts Learning Standards are aligned with the National Arts Standards which were launched in 2014. The National Standards for all the arts engaged 130 arts educators as writers and 6,000 as reviewers. In addition, the national arts organizations and state directors in dance, media arts, music, theatre, and visual arts participated in the creation and editing of these documents. Under the guidance of the State Education Agency Directors of Arts Education, each state has the flexibility to adopt and adapt the National Standards to align with their own. Using advisory boards with state leaders and exemplary teachers in each of the arts, the state of Mississippi worked for over two years to align with the National Standards and create the Mississippi College- and Career-Readiness Arts Learning Standards.

## MISSION OF ARTS EDUCATION

---

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

## ARTS INTEGRATION

---

The Mississippi Department of Education values Arts Integration which is an approach to teaching in which students construct and demonstrate understanding through an art form in all subject areas. According to the Kennedy Center, Arts Integration promotes student engagement in a creative process in subjects outside the arts. This integration connects an art form and another subject area and meets evolving objectives in both.

## ARTISTIC LITERACY

---

Artistic Literacy is the knowledge and understanding required to participate authentically in the Arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form. Fluency in the languages(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In all the arts this means discovering the expressive elements and knowing the terminology that is used to comprehend an art form. Students should also have a clear sense of embodying that form and be able to reflect, critique, and connect personal experience to the arts.

## OVERVIEW OF THE ARTS LEARNING STANDARDS

---

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for Grades Pre-Kindergarten-12<sup>th</sup> arts (dance, media arts, music, theatre, and visual arts) teachers in Mississippi.

This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

## BENEFITS OF THE ARTS IN EDUCATION

---

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our state and nation.



## FOUNDATIONS AND GOALS

The following philosophical foundations and lifelong goals establish the basis for the Mississippi College- and Career-Readiness Arts Learning Standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

## THE ARTS AS MEANS TO WELLBEING

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

## THE ARTS AS COMMUNITY ENGAGEMENT

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

## UNDERSTANDING THE ARTS LEARNING STANDARDS

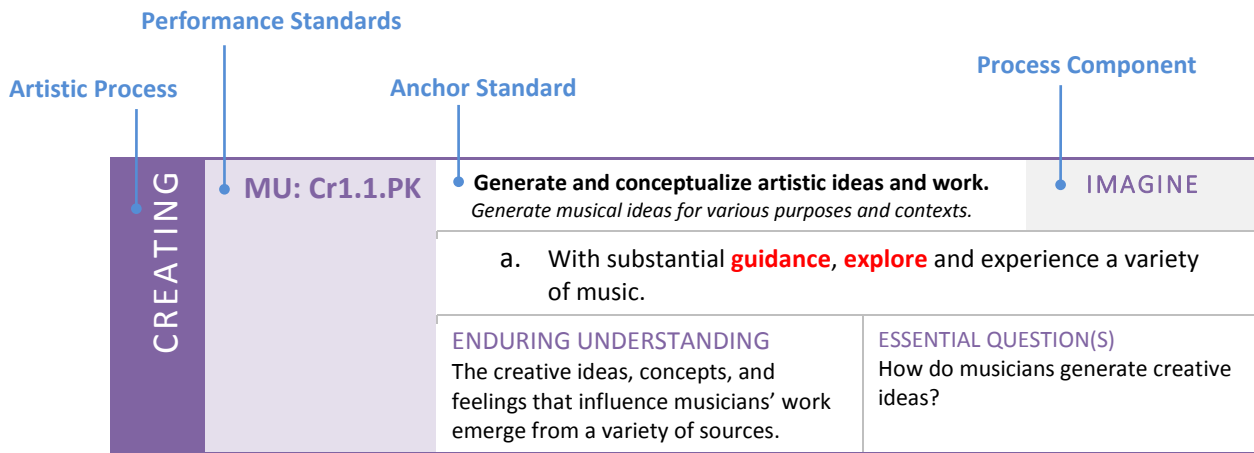
---

The Mississippi College- and Career-Readiness Arts Learning Standards in dance, media arts, music, theatre, and visual arts are rooted in a creative approach to teaching and learning. They describe expectations for learning in the arts (dance, media arts, music, theatre, and visual arts) regardless of culture, style or genre and impart the breadth and depth of the arts experience through the art-making processes. Four artistic processes organize the standards across the arts disciplines: Creating, Performing/Presenting/Producing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines.

Each anchor standard in the arts is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the Mississippi College- and Career-Readiness Arts Learning standards. Performance standards describe more specifically what students should know and be able to do in the arts and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in the arts.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of the arts (dance, media arts, music, theatre, and visual arts). In dance, for example, a dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving problems, showing their ideas through an art form, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	<p><b>PERFORMING</b> (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</p> <p><b>PRESENTING</b> (visual arts): Interpreting and sharing artistic work.</p> <p><b>PRODUCING</b> (media arts): Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ol>



### Performance Standards

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten-8<sup>th</sup> grade and at three proficiency levels in high school (proficient, accomplished and advanced). The three high school levels are listed below with their definitions. As such, the Performance Standards translate the enduring understandings into specific, measurable learning goals. Each district is responsible for determining how they will measure student growth in meeting these expectations.

- HS - Proficient**  
 Students at the Proficient level have developed the foundational technical and expressive skills and understandings in all the arts (dance, media arts, music, theatre, and visual arts) necessary to solve assigned problems or prepare assigned repertoire; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the arts to be an important form of personal realization and well-being, and can make connections between the arts, history, culture and other learning.
- HS - Accomplished**  
 Students at the Accomplished level are - with minimal assistance - able to identify or solve arts (dance, media arts, music, theatre, and visual arts) problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products that demonstrate technical proficiency, personal communication and expression. They use the arts for personal realization and well-being, and have the necessary skills for and interest in participation in an arts activity beyond the school environment.
- HS - Advanced**  
 Students at the Advanced level independently identify challenging problems in the arts (dance, media arts, music, theatre, and visual arts) based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They can use at least one art form as an effective avenue for personal communication, demonstrating a high level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in the arts activities within and beyond the school environment.

---

**Anchor Standard**

Each artistic process branches into two or three Anchor Standards. Anchor Standards describe the overarching knowledge and understandings that all the arts (dance, media arts, music, theatre, and visual arts) address through instruction. They bind all the arts and demonstrate the knowledge and understandings that the arts address through instruction. They work as subsets of the processes. These Anchor Standards are parallel across all the arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. There are eleven Anchor Standards. If a standard has an “a” or “b” listed below the Anchor Standard, it means that the standard at that grade has more than one part. Words in red are defined in the Glossary.

---

**Process Component**

Each artistic process branches into Process Components. Process Components are the actions artists carry out as they complete each artistic process. Students’ ability to carry out these operational verbs empowers them to work through the artistic process independently. The Process Components serve as the action verbs that collectively build toward the artistic processes.

---

**Enduring Understandings**

Enduring Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area. Moreover, they articulate what students should value about the content area over the course of their lifetimes. Enduring Understandings should also enable students to make connections to other disciplines beyond the arts. A true grasp of an Enduring Understanding mastered through a variety of activities is demonstrated by the student’s ability to explain, interpret, analyze, apply and evaluate its core elements. The Enduring Understandings set the standards for quality arts education.

---

**Essential Questions**

Essential Questions are questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Instead of thinking of content as something to be covered, consider knowledge and skill as the means of addressing questions central to understanding key issues in a subject. Essential Questions also guide students as they uncover enduring understandings. Wiggins and McTighe (2005) assert that Essential Questions are those that encourage, hint at, even demand transfer beyond the particular topic in which students first encounter them, and therefore, should recur over the years to promote conceptual connections and curriculum coherence.

## INTRODUCTION TO THE ARTS LEARNING STANDARDS FOR MUSIC

---

The Mississippi College- and Career-Readiness Arts Learning Standards for Music are designed to guide music educators as they help their students achieve the goal of independent music literacy. The structure of the standards organizes outcomes by Artistic Process, thus facilitating sequential instruction while authentically reflecting the way musicians think and work.

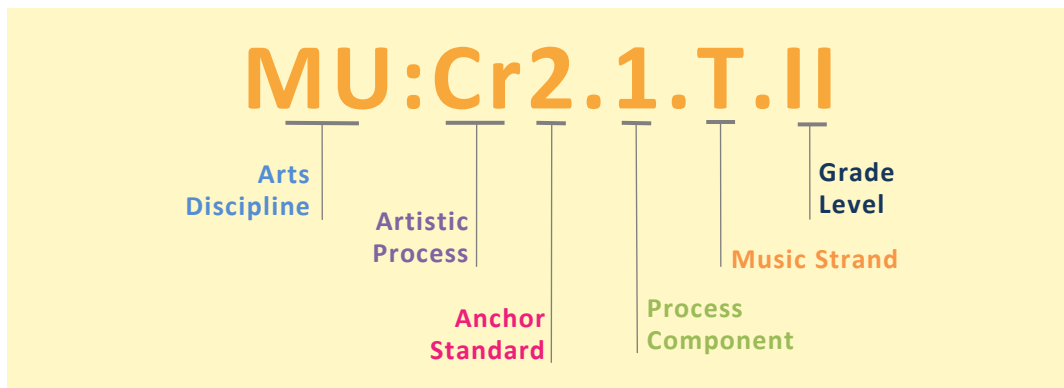
The music standards are organized and presented as follows:

- All music performance standards are grouped under the Artistic Processes of Creating, Performing, or Responding.
- Music connections are an essential part of each Artistic Process. Open-ended Connecting outcomes cross-reference users to Creating, Performing, and Responding performance standards.
- Music performance standards are organized and coded according to the process components or “steps” of the Artistic Processes. The process components for each process are as follows:
  - Creating: Imagine; Plan and Make; Evaluate and Refine, and Present
  - Performing: Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; and Present
  - Responding: Select; Analyze; Interpret; and Evaluate
- Performance standards are provided for each grade level from Pre-Kindergarten through grade eight.
- Four distinct “strands” of high school performance standards are provided, reflecting the increasing variety of music courses offered in American secondary schools.
  - Ensemble, Harmonizing Instrument (guitar, keyboard, etc.), Composition/Theory, and Music Technology performance standards are provided for three levels: Proficient, Accomplished, and Advanced.
  - Many students become involved in Ensemble and Harmonizing Instrument classes before they enter high school. Performance standards for these strands also include two preparatory levels: Novice (nominally assigned to the fifth grade level) and Intermediate (nominally the eighth grade level).
- Similarities across the arts disciplines are highlighted in the eleven Common Anchors, which are shared by all five sets of discipline-specific standards. Each Anchor includes one or more process components.

The standards are based on the assumption of quality resources, including instructional time, spanning Pre-Kindergarten-8<sup>th</sup> grade and continuing at the high school level.

## GUIDE TO THE ARTS LEARNING STANDARDS NOTATION

Each Performance Standard employs a notation system for identification purposes as seen in the example below. The notation provides a quick and easy reference to a particular standard within each artistic process. In sequence, the system references Arts Discipline, Artistic Process, Anchor Standard, Process Component, and Grade Level.



**Arts Discipline** The first two letters are codes for the arts discipline notation: **MU** = for Music

**Artistic Process** The next two letters after the colon are the artistic process:  
**Cr** = Creating      **Pr** = Performing      **Re** = Responding      **Cn** = Connecting

**Anchor Standard** The next number is the anchor standard, numbers 1 to 11.

**Process Component** The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

**Music Strand**

The additional letter after the process component indicates the music strands. The strands are Harmonizing Instruments, Technology, Composition/Theory, and Performing Ensembles.

**Note:** Pre-Kindergarten through 8<sup>th</sup> grade music standards do not have the above strands in their notations.

**Grade Level** The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced).

**Note:** In some schools, students participate in choral ensembles (Performing Ensembles) or instrumental ensembles (Harmonizing Instruments) prior to 9<sup>th</sup> grade. In schools where choral or instrumental ensembles are offered, there are two introductory skill levels found in the music standards: Novice and Intermediate.

*Novice* is the term used to identify standards for students in grades 5-7 who have begun to specialize in a specific type of music performance.

*Intermediate* is the term that identifies standards for students who continue to specialize in specific skills necessary for participation in Performing Ensembles or Harmonizing Instrument ensembles through 8<sup>th</sup> grade.

Below are a few examples of how to read the numbering system for Music:

MU:Cr1.1.PK				
MU	Cr	1	1	PK
Arts discipline of Music	Artistic process of Creating	Anchor standard one	Process component	Pre-Kindergarten

MU:Pr5.1.4				
MU	Pr	5	1	4
Arts discipline of Music	Artistic process of Performing	Anchor standard five	Process component	Grade four

MU:Re8.1.6				
MU	Re	8	1	6
Arts discipline of Music	Artistic process of Responding	Anchor standard eight	Process component	Grade six

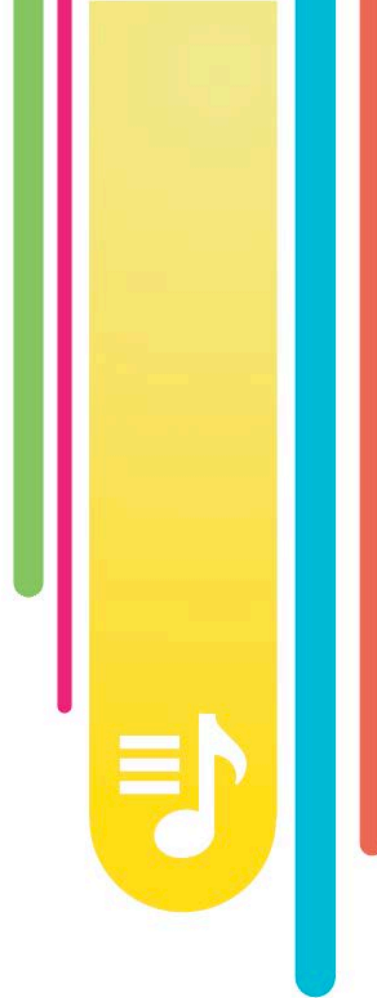
  

MU:Cn10.1.H.II				
MU	Cn	10	1	H.II
Arts discipline of Music	Artistic process of Connecting	Anchor standard ten	Process component	Harmonizing Instruments and the Roman numeral II is the high school level accomplished



Pre-Kindergarten  
THROUGH  
8<sup>th</sup> Grade  
[MUSIC]

DRAFT





Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr1.1.PK</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	<ul style="list-style-type: none"> <li>a. With substantial <b>guidance, explore</b> and experience a variety of music.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.PK</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	<ul style="list-style-type: none"> <li>a. With substantial <b>guidance, explore</b> favorite <b>musical ideas</b> (such as <b>movements, vocalizations</b>, or instrumental accompaniments).</li> <li>b. With substantial <b>guidance</b>, select and keep track of the order for performing original <b>musical ideas</b>, using <b>iconic notation</b> and/or recording technology.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
	<b>MU: Cr3.1.PK</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	<ul style="list-style-type: none"> <li>a. With substantial <b>guidance</b>, consider personal, peer, and teacher feedback when <b>demonstrating</b> and <b>refining</b> personal <b>musical ideas</b>.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
	<b>MU: Cr3.2.PK</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	<ul style="list-style-type: none"> <li>a. With substantial <b>guidance, share</b> revised personal <b>musical ideas</b> with peers.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?



# Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.1.PK</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	<b>SELECT</b>
		a. With substantial <b>guidance, demonstrate</b> and state preference for varied musical selections.	
	<b>ENDURING UNDERSTANDING</b>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.PK</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	<b>ANALYZE</b>
		a. With substantial <b>guidance, explore</b> and <b>demonstrate</b> awareness of musical contrasts.	
	<b>ENDURING UNDERSTANDING</b>	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
	<b>MU: Pr4.3.PK</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	<b>INTERPRET</b>
		a. With substantial <b>guidance, explore</b> music's <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ).	
	<b>ENDURING UNDERSTANDING</b>	Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
	<b>MU: Pr5.1.PK</b>	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	<b>REHEARSE / EVALUATE / REFINE</b>
		a. With substantial <b>guidance</b> , practice and <b>demonstrate</b> what they like about their own <b>performances</b> . b. With substantial <b>guidance</b> , apply personal, peer, and teacher feedback to <b>refine performances</b> .	
	<b>ENDURING UNDERSTANDING</b>	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

	<b>MU: Pr6.1.PK</b>	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	<b>PRESENT</b>
		a. With substantial <b>guidance, perform</b> music with <b>expression</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	
RESPONDING	<b>MU: Re7.1.PK</b>	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. With substantial <b>guidance</b> , state personal interests and <b>demonstrate</b> why they prefer some music selections over others.	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	
	<b>MU: Re7.2.PK</b>	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. With substantial <b>guidance, explore</b> musical contrasts in music.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	
	<b>MU: Re8.1.PK</b>	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
		a. With substantial <b>guidance, explore</b> music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

<b>RESPONDING</b>	<b>MU: Re9.1.PK</b>	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>
	<p>a. With substantial <b>guidance</b>, talk about personal and expressive preferences in music.</p>		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	
<b>CONNECTING</b>	<b>MU: Cn10.0.PK</b>	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	<b>CONNECT</b>
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>            MU:Cr3.2.PKa With substantial <b>guidance</b>, <b>share</b> revised <b>musical ideas</b> with peers.            MU:Pr4.1.PKa With substantial <b>guidance</b>, <b>demonstrate</b> and state preference for varied musical selections.            MU:Pr4.3.PKa With substantial <b>guidance</b>, <b>explore</b> music’s <b>expressive qualities</b> (such as voice quality, <b>dynamics</b>, and <b>tempo</b>).</p>		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?	
<b>CONNECTING</b>	<b>MU: Cn11.0.PK</b>	<b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>	<b>CONNECT</b>
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i>            MU:Pr4.2.PKa With substantial <b>guidance</b>, <b>explore</b> and <b>demonstrate</b> awareness of musical contrasts.            MU:Re7.2.PKa With substantial <b>guidance</b>, <b>explore</b> musical contrasts in music.            MU:Re9.1.PKa With substantial <b>guidance</b>, talk about their personal and expressive preferences in music.</p>		
	<b>ENDURING UNDERSTANDING</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr1.1.K</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE	
		<ul style="list-style-type: none"> <li>a. With <b>guidance</b>, <b>explore</b> and experience music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b>).</li> <li>b. With <b>guidance</b>, generate <b>musical ideas</b> (such as <b>movements</b> or <b>motives</b>).</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.K</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE	
<ul style="list-style-type: none"> <li>a. With <b>guidance</b>, <b>demonstrate</b> and choose favorite <b>musical ideas</b>.</li> <li>b. With <b>guidance</b>, organize personal <b>musical ideas</b> using <b>iconic notation</b> and/or recording technology.</li> </ul>			
<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?		
<b>MU: Cr3.1.K</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE		
	<ul style="list-style-type: none"> <li>a. With <b>guidance</b>, apply personal, peer, and teacher feedback in <b>refining</b> personal <b>musical ideas</b>.</li> </ul>		
<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		
<b>MU: Cr3.2.K</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT		
	<ul style="list-style-type: none"> <li>a. With <b>guidance</b>, <b>demonstrate</b> a final version of personal <b>musical ideas</b> to peers.</li> </ul>		
<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?		



# Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.1.K</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	<b>SELECT</b>
		a. With <b>guidance</b> , <b>demonstrate</b> and state personal interest in varied musical selections.	
	<b>ENDURING UNDERSTANDING</b>	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.K</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	<b>ANALYZE</b>
		a. With <b>guidance</b> , <b>explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b> .	
	<b>ENDURING UNDERSTANDING</b>	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
	<b>MU: Pr4.3.K</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	<b>INTERPRET</b>
		a. With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b>	Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
	<b>MU: Pr5.1.K</b>	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	<b>REHEARSE / EVALUATE / REFINE</b>
		a. With <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> . b. With <b>guidance</b> , use suggested strategies in rehearsal to improve the <b>expressive qualities</b> of music.	
	<b>ENDURING UNDERSTANDING</b>	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

PERFORMING	<b>MU: Pr6.1.K</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	a. With <b>guidance</b> , <b>perform</b> music with <b>expression</b> . b. <b>Perform</b> appropriately for the audience.	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	<b>MU: Re7.1.K</b> <b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
	a. With <b>guidance</b> , list personal interests and experiences and <b>demonstrate</b> why they prefer some music selections over others.	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.K</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
	a. With <b>guidance</b> , <b>demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.K</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
	a. With <b>guidance</b> , <b>demonstrate</b> awareness of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?





Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

<b>RESPONDING</b>	<b>MU: Re9.1.K</b>	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>
		a. With <b>guidance</b> , apply personal and expressive preferences in the evaluation of music.	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	
<b>CONNECTING</b>	<b>MU: Cn10.0.K</b>	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	<b>CONNECT</b>
		a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.Ka With <b>guidance, demonstrate</b> a final version of personal <b>musical ideas</b> to peers. MU:Pr4.1.Ka With <b>guidance, demonstrate</b> and state personal interest in varied musical selections. MU:Pr4.3.Ka With <b>guidance, demonstrate</b> awareness of <b>expressive qualities</b> (such as voice quality, <b>dynamics</b> , and <b>tempo</b> ) that support the <b>creators' expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?	
	<b>MU: Cn11.0.K</b>	<b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>	<b>CONNECT</b>
		a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  <i>Embedded within:</i> MU:Pr4.2.Ka With <b>guidance, explore</b> and <b>demonstrate</b> awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for <b>performance</b> . MU:Re7.2.Ka With <b>guidance, demonstrate</b> how a specific music <b>concept</b> (such as <b>beat</b> or <b>melodic direction</b> ) is used in music. MU:Re9.1.Ka With <b>guidance</b> , apply personal and expressive preferences in the evaluation of music.	
	<b>ENDURING UNDERSTANDING</b> Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	



CREATING

<p><b>MU: Cr1.1.1</b></p>	<p><b>Generate and conceptualize artistic ideas and work.</b>  <i>Generate musical ideas for various purposes and contexts.</i></p>	<p>IMAGINE</p>
	<p>a. With limited <b>guidance</b>, create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b>.                      b. With limited <b>guidance</b>, generate <b>musical ideas</b> in multiple <b>tonalities</b> (such as <b>major</b> and <b>minor</b>) and <b>meters</b> (such as duple and triple).</p>	
	<p>ENDURING UNDERSTANDING                      The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p>ESSENTIAL QUESTION(S)                      How do musicians generate creative ideas?</p>
<p><b>MU: Cr2.1.1</b></p>	<p><b>Organize and develop artistic ideas and work.</b>  <i>Select and develop musical ideas for defined purposes and contexts.</i></p>	<p>PLAN / MAKE</p>
	<p>a. With limited <b>guidance</b>, <b>demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b>.                      b. With limited <b>guidance</b>, use <b>iconic</b> or <b>standard notation</b> and/or recording technology to document and organize personal <b>musical ideas</b>.</p>	
	<p>ENDURING UNDERSTANDING                      Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>ESSENTIAL QUESTION(S)                      How do musicians make creative decisions?</p>
<p><b>MU: Cr3.1.1</b></p>	<p><b>Refine and complete artistic work.</b>  <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	<p>EVALUATE / REFINE</p>
	<p>a. With limited <b>guidance</b>, discuss and apply personal, peer, and teacher feedback to <b>refine</b> personal <b>musical ideas</b>.</p>	
	<p>ENDURING UNDERSTANDING                      Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>ESSENTIAL QUESTION(S)                      How do musicians improve the quality of their creative work?</p>
<p><b>MU: Cr3.2.1</b></p>	<p><b>Refine and complete artistic work.</b>  <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	<p>PRESENT</p>
	<p>a. With limited <b>guidance</b>, convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.</p>	
	<p>ENDURING UNDERSTANDING                      Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>ESSENTIAL QUESTION(S)                      When is creative work ready to share?</p>



1

# Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.1.1</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	<b>SELECT</b>
	a. With limited <b>guidance</b> , <b>demonstrate</b> and discuss personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	
	<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
PERFORMING	<b>MU: Pr4.2.1</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	<b>ANALYZE</b>
	a. With limited <b>guidance</b> , <b>demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> . b. When analyzing selected music, read and perform <b>rhythmic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	
	<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
PERFORMING	<b>MU: Pr4.3.1</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	<b>INTERPRET</b>
	a. <b>Demonstrate</b> and describe music's <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?



PERFORMING	<b>MU: Pr5.1.1</b>	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. With limited <b>guidance</b> , apply personal, teacher, and peer feedback to <b>refine performances</b> . b. With limited <b>guidance</b> , use suggested strategies in rehearsal to address interpretive challenges of music.	
		<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
PERFORMING	<b>MU: Pr6.1.1</b>	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. With limited <b>guidance</b> , <b>perform</b> music for a specific <b>purpose</b> with <b>expression</b> . b. <b>Perform</b> appropriately for the audience and <b>purpose</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	<b>MU: Re7.1.1</b>	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. With limited <b>guidance</b> , identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?



1

# Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.2.1</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
	a. With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or pitch) are used in various styles of music for a <b>purpose</b> .	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
RESPONDING	<b>MU: Re8.1.1</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
	a. With limited <b>guidance, demonstrate</b> and identify <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) that reflect creators'/performers' <b>expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?
RESPONDING	<b>MU: Re9.1.1</b> <b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. With limited <b>guidance</b> , apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b> .	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?



CONNECTING	<p><b>MU: Cn10.0.1</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b>  <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	<b>CONNECT</b>
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>            MU:Cr2.1.1a With limited <b>guidance, demonstrate</b> and discuss personal reasons for selecting <b>musical ideas</b> that represent <b>expressive intent</b>.            MU:Cr3.2.1a With limited <b>guidance</b>, convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.            MU:Pr4.3.1a <b>Demonstrate</b> and describe music’s <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>).            MU:Re7.1.1a With limited <b>guidance</b>, identify and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>            Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            How do musicians make meaningful connections to creating, performing, and responding?</p>
	<p><b>MU: Cn11.0.1</b> <b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b>  <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	<b>CONNECT</b>
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i>            MU:Cr1.1.1a With limited <b>guidance</b>, create <b>musical ideas</b> (such as answering a musical question) for a specific <b>purpose</b>.            MU:Pr4.2.1a With limited <b>guidance, demonstrate</b> knowledge of music <b>concepts</b> (such as <b>beat</b> and <b>melodic contour</b>) in music from a variety of <b>cultures</b> selected for <b>performance</b>.            MU:Pr6.1.1a With limited <b>guidance, perform</b> music for a specific <b>purpose</b> with <b>expression</b>.            MU:Re7.2.1a With limited <b>guidance, demonstrate</b> and identify how specific music <b>concepts</b> (such as <b>beat</b> or pitch) is used in various styles of music for a <b>purpose</b>.            MU:Re9.1.1a With limited <b>guidance</b>, apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>            Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr1.1.2</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	<ul style="list-style-type: none"> <li>a. Improvise <b>rhythmic and melodic patterns</b> and <b>musical ideas</b> for a specific <b>purpose</b>.</li> <li>b. Generate <b>musical</b> patterns and <b>ideas</b> within the <b>context</b> of a given <b>tonality</b> (such as <b>major</b> and <b>minor</b>) and <b>meter</b> (such as duple and triple).</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
<b>MU: Cr2.1.2</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<ul style="list-style-type: none"> <li>a. <b>Demonstrate</b> and explain personal reasons for selecting patterns and ideas for music that represent <b>expressive intent</b>.</li> <li>b. Use <b>iconic</b> or <b>standard</b> notation and/or recording technology to combine, sequence, and document personal <b>musical ideas</b>.</li> </ul>	PLAN / MAKE
	<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.2</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<ul style="list-style-type: none"> <li>a. <b>Interpret</b> and apply personal, peer, and teacher feedback to revise personal music.</li> </ul>	EVALUATE / REFINE
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
<b>MU: Cr3.2.2</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	<ul style="list-style-type: none"> <li>a. Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.</li> </ul>	PRESENT
	<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

PERFORMING	<b>MU: Pr4.1.2</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. <b>Demonstrate</b> and explain personal interest in, knowledge about, and <b>purpose</b> of varied musical selections.	
	<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?	
PERFORMING	<b>MU: Pr4.2.2</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. <b>Demonstrate</b> knowledge of music <b>concepts</b> (such as <b>tonality</b> and <b>meter</b> ) in music from a variety of <b>cultures</b> selected for <b>performance</b> . b. When analyzing selected music, read and perform <b>rhythmic</b> and <b>melodic patterns</b> using <b>iconic</b> or <b>standard notation</b> .	
	<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?	
PERFORMING	<b>MU: Pr4.3.2</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) and how <b>creators</b> use them to convey <b>expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	



PERFORMING	<b>MU: Pr5.1.2</b>	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	<b>REHEARSE / EVALUATE / REFINE</b>
		a. Apply <b>established criteria</b> to judge the accuracy, expressiveness, and effectiveness of <b>performances</b> . b. Rehearse, identify and apply strategies to address interpretive, performance, and <b>technical challenges</b> of music.	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?	
	<b>MU: Pr6.1.2</b>	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	<b>PRESENT</b>
a. <b>Perform</b> music for a specific <b>purpose</b> with <b>expression</b> and <b>technical accuracy</b> . b. <b>Perform</b> appropriately for the audience and <b>purpose</b> .			
<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.		<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
RESPONDING	<b>MU: Re7.1.2</b>	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.2</b>	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
a. Describe how specific music- <b>concepts</b> are used to support a specific <b>purpose</b> in music.			
<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	

RESPONDING	<b>MU: Re8.1.2 Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators’/performers’ expressive intent.</i>	INTERPRET	
	<p>a. <b>Demonstrate</b> knowledge of music <b>concepts</b> and how they support creators’/performers’ <b>expressive intent</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>ENDURING UNDERSTANDING</b>            Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.         </td> <td style="width: 50%; padding: 5px;"> <b>ESSENTIAL QUESTION(S)</b>            How do we discern the musical creators’ and performers’ expressive intent?         </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators’ and performers’ expressive intent?
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators’ and performers’ expressive intent?		
RESPONDING	<b>MU: Re9.1.2 Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE	
	<p>a. Apply personal and expressive preferences in the evaluation of music for specific <b>purposes</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>ENDURING UNDERSTANDING</b>            The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.         </td> <td style="width: 50%; padding: 5px;"> <b>ESSENTIAL QUESTION(S)</b>            How do we judge the quality of musical work(s) and performance(s)?         </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?
<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?		
CONNECTING	<b>MU: Cn10.0.2 Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT	
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i></p> <p>MU:Cr2.1.2a <b>Demonstrate</b> and explain personal reasons for selecting patterns and ideas for their music that represent <b>expressive intent</b>.</p> <p>MU:Cr3.2.2a Convey <b>expressive intent</b> for a specific <b>purpose</b> by <b>presenting</b> a final version of personal <b>musical ideas</b> to peers or informal audience.</p> <p>MU:Pr4.3.2a <b>Demonstrate</b> understanding of <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b>) and how <b>creators</b> use them to convey <b>expressive intent</b>.</p> <p>MU:Re7.1.2a Explain and <b>demonstrate</b> how personal interests and experiences influence musical selection for specific <b>purposes</b>.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <b>ENDURING UNDERSTANDING</b>            Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.         </td> <td style="width: 50%; padding: 5px;"> <b>ESSENTIAL QUESTION(S)</b>            How do musicians make meaningful connections to creating, performing, and responding?         </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?
<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?		



CONNECTING

MU: Cn11.0.2

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.2a Improvise **rhythmic and melodic** patterns and **musical ideas** for a specific **purpose**.

MU:Pr4.2.2a **Demonstrate** knowledge of music **concepts** (such as **tonality** and **meter**) in music from a variety of **cultures** selected for **performance**.

MU:Pr6.1.2a **Perform** music for a specific **purpose** with **expression** and **technical accuracy**.

MU:Re7.1.2a Describe how specific music-**concepts** are used to support a specific **purpose** in music.

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific **purposes**.

CONNECT

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CREATING	<b>MU: Cr1.1.3</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	<ul style="list-style-type: none"> <li>a. Improvise rhythmic and melodic ideas, and describe <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>personal</b> and <b>social</b>).</li> <li>b. Generate <b>musical ideas</b> (such as <b>rhythms</b> and <b>melodies</b>) within a given <b>tonality</b> and/or <b>meter</b>.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
<b>MU: Cr2.1.3</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<ul style="list-style-type: none"> <li>a. <b>Demonstrate</b> selected <b>musical ideas</b> for a simple <b>improvisation</b> or <b>composition</b> to express <b>intent</b>, and describe <b>connection</b> to a specific <b>purpose</b> and <b>context</b>.</li> <li>b. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic and melodic <b>musical ideas</b>.</li> </ul>	PLAN / MAKE
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.3</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<ul style="list-style-type: none"> <li>a. Evaluate, <b>refine</b>, and document revisions to personal <b>musical ideas</b>, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback.</li> </ul>	EVALUATE / REFINE
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
<b>MU: Cr3.2.3</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	<ul style="list-style-type: none"> <li>a. <b>Present</b> the final version of personal created music to others, and describe <b>connection</b> to <b>expressive intent</b>.</li> </ul>	PRESENT
	<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?

PERFORMING	<b>MU: Pr4.1.3</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>purpose</b> , and <b>context</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.3</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. <b>Demonstrate</b> understanding of the <b>structure</b> in music selected for <b>performance</b> . b. When analyzing selected music, read and perform <b>rhythmic patterns</b> and melodic <b>phrases</b> using <b>iconic</b> and <b>standard notation</b> . c. Describe how <b>context</b> (such as <b>personal</b> and <b>social</b> ) can inform a <b>performance</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
	<b>MU: Pr4.3.3</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. <b>Demonstrate</b> and describe how <b>intent</b> is conveyed through <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ).	
		<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

PERFORMING	<p><b>MU: Pr5.1.3</b></p>	<p><b>Develop and refine artistic techniques and work for presentation.</b>  <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<p>REHEARSE / EVALUATE / REFINE</p>
		<p>a. Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy of <b>ensemble performances</b>.</p> <p>b. Rehearse to <b>refine technical accuracy, expressive qualities</b>, and identified performance challenges.</p>	
		<p><b>ENDURING UNDERSTANDING</b>            To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            How do musicians improve the quality of their performance?</p>
PERFORMING	<p><b>MU: Pr6.1.3</b></p>	<p><b>Convey meaning through the presentation of artistic work.</b>  <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	<p>PRESENT</p>
		<p>a. <b>Perform</b> music with <b>expression</b> and <b>technical accuracy</b>.</p> <p>b. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b> and <b>venue</b>.</p>	
		<p><b>ENDURING UNDERSTANDING</b>            Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
RESPONDING	<p><b>MU: Re7.1.3</b></p>	<p><b>Perceive and analyze artistic work.</b>  <i>Choose music appropriate for a specific purpose or context.</i></p>	<p>SELECT</p>
		<p>a. <b>Demonstrate</b> and describe how selected music connects to and is influenced by specific interests, experiences, or <b>purposes</b>.</p>	
		<p><b>ENDURING UNDERSTANDING</b>            Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            How do individuals choose music to experience?</p>

RESPONDING	<b>MU: Re7.2.3</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
	a. <b>Demonstrate</b> and describe how a response to music can be informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>personal</b> and <b>social</b> ).	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.3</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
	a. <b>Demonstrate</b> and describe how the <b>expressive qualities</b> (such as <b>dynamics</b> and <b>tempo</b> ) are used in performers' <b>interpretations</b> to reflect <b>expressive intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?
<b>MU: Re9.1.3</b> <b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>	
a. Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and describe appropriateness to the <b>context</b> . Evaluate <b>musical works</b> and <b>performances</b> , applying <b>established criteria</b> , and describe appropriateness to the <b>context</b> .		
<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	



CONNECTING

**MU: Cn10.0.3**

**Synthesize and relate knowledge and personal experiences to make art.**

CONNECT

*Synthesize and relate knowledge and personal experiences to make music.*

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Embedded within:*

MU:Cr2.1.3a **Demonstrate** selected **musical ideas** for a simple **improvisation** or **composition** to express **intent**, and describe **connection** to a specific **purpose** and **context**.

MU:Cr3.2.3a **Present** the final version of created music for others, and describe **connection** to **expressive intent**.

MU:Pr4.1.3a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **purpose**, and **context**.

MU:Pr4.3.3a **Demonstrate** and describe how **intent** is conveyed through **expressive qualities** (such as **dynamics** and **tempo**).

MU:Re7.1.3a **Demonstrate** and describe how selected music connects to and is influenced by specific interests, experiences, or **purposes**.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

**MU: Cn11.0.3**

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe **connection** to specific **purpose** and **context** (such as **personal** and **social**).

MU:Pr4.2.3c Describe how **context** (such as **personal** and **social**) can inform a **performance**.

MU:Pr6.1.3b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context** and **venue**.

MU:Re7.2.3a **Demonstrate** and describe how a response to music can be informed by the **structure**, the use of the **elements of music**, and **context** (such as **personal** and **social**).

MU:Re9.1.3a Evaluate **musical works** and **performances**, applying **established criteria**, and describe appropriateness to the **context**.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?





CREATING

<p><b>MU: Cr1.1.4</b></p>	<p><b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i></p>	<p>IMAGINE</p>
	<p>a. Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p> <p>b. Generate <b>musical ideas</b> (such as <b>rhythms</b>, <b>melodies</b>, and simple accompaniment patterns) within related <b>tonalities</b> (such as <b>major</b> and <b>minor</b>) and <b>meters</b>.</p>	
	<p>ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p>ESSENTIAL QUESTION(S) How do musicians generate creative ideas?</p>
<p><b>MU: Cr2.1.4</b></p>	<p><b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i></p>	<p>PLAN / MAKE</p>
	<p>a. <b>Demonstrate</b> selected and organized <b>musical ideas</b> for an <b>improvisation</b>, <b>arrangement</b>, or <b>composition</b> to express <b>intent</b>, and explain <b>connection</b> to <b>purpose</b> and <b>context</b>.</p> <p>b. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, and simple harmonic <b>musical ideas</b>.</p>	
	<p>ENDURING UNDERSTANDING Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>ESSENTIAL QUESTION(S) How do musicians make creative decisions?</p>
<p><b>MU: Cr3.1.4</b></p>	<p><b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i></p>	<p>EVALUATE / REFINE</p>
	<p>a. Evaluate, <b>refine</b>, and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to show improvement over time.</p>	
	<p>ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?</p>
<p><b>MU: Cr3.2.4</b></p>	<p><b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i></p>	<p>PRESENT</p>
	<p>a. <b>Present</b> the final version of personal created music to others, and explain <b>connection</b> to <b>expressive intent</b>.</p>	
	<p>ENDURING UNDERSTANDING Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>ESSENTIAL QUESTION(S) When is creative work ready to share?</p>



PERFORMING

<p><b>MU: Pr4.1.4</b></p>	<p><b>Select, analyze, and interpret artistic work for presentation.</b>  <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	<p><b>SELECT</b></p>
	<p>a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, and <b>technical skill</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                      Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                      How do performers select repertoire?</p>
<p><b>MU: Pr4.2.4</b></p>	<p><b>Select, analyze, and interpret artistic work for presentation.</b>  <i>Analyze the structure and context of varied musical works and their implications for performance.</i></p>	<p><b>ANALYZE</b></p>
	<p>a. <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm, pitch, and form</b>) in music selected for <b>performance</b>.                      b. When analyzing selected music, read and perform using <b>iconic</b> and/or <b>standard notation</b>.                      c. Explain how <b>context</b> (such as <b>social</b> and <b>cultural</b>) informs a <b>performance</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                      Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                      How does understanding the structure and context of musical works inform performance?</p>
<p><b>MU: Pr4.3.4</b></p>	<p><b>Select, analyze, and interpret artistic work for presentation.</b>  <i>Develop personal interpretations that consider creators’ intent.</i></p>	<p><b>INTERPRET</b></p>
	<p>a. <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, and timbre</b>).</p>	
	<p><b>ENDURING UNDERSTANDING</b>                      Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                      How do performers interpret musical works?</p>



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

PERFORMING	<p><b>MU: Pr5.1.4</b> <b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<p>REHEARSE / EVALUATE / REFINE</p>
	<p>a. Apply <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback to evaluate accuracy and expressiveness of <b>ensemble</b> and personal <b>performances</b>. b. Rehearse to <b>refine technical accuracy</b> and <b>expressive qualities</b>, and address performance challenges.</p>	
<p><b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>		<p><b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?</p>
PERFORMING	<p><b>MU: Pr6.1.4</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	<p>PRESENT</p>
	<p>a. <b>Perform</b> music, alone or with others, with <b>expression</b> and <b>technical accuracy</b>, and appropriate <b>interpretation</b>. b. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context</b>, <b>venue</b>, and <b>genre</b>.</p>	
<p><b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p>		<p><b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
RESPONDING	<p><b>MU: Re7.1.4</b> <b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i></p>	<p>SELECT</p>
	<p>a. <b>Demonstrate</b> and explain how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	
<p><b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>		<p><b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?</p>



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

RESPONDING	<b>MU: Re7.2.4</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
	<p>a. <b>Demonstrate</b> and explain how responses to music are informed by the <b>structure</b>, the use of the <b>elements of music</b>, and <b>context</b> (such as <b>social</b> and <b>cultural</b>).</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How does understanding the structure and context of music inform a response?</p>
	<b>MU: Re8.1.4</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
	<p>a. <b>Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, and <b>timbre</b>) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do we discern the musical creators' and performers' expressive intent?</p>
<b>MU: Re9.1.4</b> <b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>	
<p>a. Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>.</p>		
<p><b>ENDURING UNDERSTANDING</b>                  The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do we judge the quality of musical work(s) and performance(s)?</p>	



CONNECTING

**MU: Cn10.0.4**

**Synthesize and relate knowledge and personal experiences to make art.**

CONNECT

*Synthesize and relate knowledge and personal experiences to make music.*

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Embedded within:*

MU:Cr2.1.4a **Demonstrate** selected and organized **musical ideas** for an **improvisation, arrangement, or composition** to express **intent**, and explain **connection** to **purpose** and **context**.

MU:Cr3.2.4a **Present** the final version of created music for others, and explain **connection** to **expressive intent**.

MU:Pr4.1.4a **Demonstrate** and explain how the selection of music to **perform** is influenced by personal interest, knowledge, **context**, and **technical skill**.

MU:Pr4.3.4a **Demonstrate** and explain how **intent** is conveyed through interpretive decisions and **expressive qualities** (such as **dynamics, tempo, and timbre**).

MU:Re7.1.4a **Demonstrate** and explain how selected music connects to and is influenced by specific interests, experiences, **purposes**, or **contexts**.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing, and responding?

**MU: Cn11.0.4**

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social** and **cultural**).

MU:Pr4.2.4c Explain how **context** (such as **social** and **cultural**) informs a **performance**.

MU:Pr6.1.4b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context, venue, and genre**.

MU:Re7.2.4a **Demonstrate** and explain how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social** and **cultural**).

MU:Re9.1.4a Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CREATING	<b>MU: Cr1.1.5</b>	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	<b>IMAGINE</b>
		<ul style="list-style-type: none"> <li>a. Improvise rhythmic, melodic, and harmonic ideas, and explain <b>connection</b> to specific <b>purpose</b> and <b>context</b> (such as <b>social, cultural</b>, and <b>historical</b>).</li> <li>b. Generate <b>musical ideas</b> (such as <b>rhythms, melodies</b>, and accompaniment patterns) within specific related <b>tonalities, meters</b>, and simple chord changes.</li> </ul>	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.5</b>	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<b>PLAN / MAKE</b>
		<ul style="list-style-type: none"> <li>a. <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations, arrangements</b>, or <b>compositions</b> to express <b>intent</b>, and explain <b>connection</b> to <b>purpose</b> and <b>context</b>.</li> <li>b. Use <b>standard</b> and/or <b>iconic notation</b> and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic <b>musical ideas</b>.</li> </ul>	
		<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
	<b>MU: Cr3.1.5</b>	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<b>EVALUATE / REFINE</b>
		<ul style="list-style-type: none"> <li>a. Evaluate, <b>refine</b>, and document revisions to personal music, applying <b>teacher-provided</b> and <b>collaboratively-developed criteria</b> and feedback, and explain rationale for changes.</li> </ul>	
		<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?

Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr3.2.5</b>	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	<b>PRESENT</b>
		a. <b>Present</b> the final version of personal created music to others that <b>demonstrates craftsmanship</b> , and explain <b>connection</b> to <b>expressive intent</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.5</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	<b>SELECT</b>
		a. <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, and <b>context</b> , as well as their personal and others' <b>technical skill</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
PERFORMING	<b>MU: Pr4.2.5</b>	<b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	<b>ANALYZE</b>
		a. <b>Demonstrate</b> understanding of the <b>structure</b> and the <b>elements of music</b> (such as <b>rhythm</b> , <b>pitch</b> , <b>form</b> , and <b>harmony</b> ) in music selected for <b>performance</b> . b. When analyzing selected music, read and perform using <b>standard notation</b> . c. Explain how <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ) informs <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?

PERFORMING	<b>MU: Pr4.3.5</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
	<ul style="list-style-type: none"> <li>a. <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, and articulation/style</b>).</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
	<b>MU: Pr5.1.5</b> <b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
	<ul style="list-style-type: none"> <li>a. Apply <b>teacher-provided</b> and <b>established criteria</b> and feedback to evaluate the accuracy and expressiveness of <b>ensemble</b> and personal <b>performances</b>.</li> <li>b. Rehearse to refine <b>technical accuracy</b> and <b>expressive qualities</b> to address challenges, and show improvement over time.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
	<b>MU: Pr6.1.5</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	<ul style="list-style-type: none"> <li>a. <b>Perform</b> music, alone or with others, with <b>expression, technical accuracy</b>, and appropriate <b>interpretation</b>.</li> <li>b. <b>Demonstrate performance decorum</b> and <b>audience etiquette</b> appropriate for the <b>context, venue, genre, and style</b>.</li> </ul>	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

RESPONDING	<b>MU: Re7.1.5</b>	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. <b>Demonstrate</b> and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, <b>purposes</b> , or <b>contexts</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.5</b>	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. <b>Demonstrate</b> and explain, citing evidence, how responses to music are informed by the <b>structure</b> , the use of the <b>elements of music</b> , and <b>context</b> (such as <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.5</b>	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>	
	a. <b>Demonstrate</b> and explain how the <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , and <b>articulation</b> ) are used in performers' and personal <b>interpretations</b> to reflect <b>expressive intent</b> .		
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?	

RESPONDING	<p><b>MU: Re9.1.5</b> <b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	EVALUATE
	<p>a. Evaluate <b>musical works</b> and <b>performances</b>, applying <b>established criteria</b>, and explain appropriateness to the <b>context</b>, citing evidence from the <b>elements of music</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?</p>

CONNECTING	<p><b>MU: Cn10.0.5</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	CONNECT
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i></p> <p>MU:Cr2.1.5a <b>Demonstrate</b> selected and developed <b>musical ideas</b> for <b>improvisations</b>, <b>arrangements</b>, or <b>compositions</b> to express <b>intent</b>, and explain <b>connection</b> to <b>purpose</b> and <b>context</b>.</p> <p>MU:Cr3.2.5a <b>Present</b> the final version of created music for others that <b>demonstrates craftsmanship</b>, and explain <b>connection</b> to <b>expressive intent</b>.</p> <p>MU:Pr4.1.5a <b>Demonstrate</b> and explain how the selection of music to <b>perform</b> is influenced by personal interest, knowledge, <b>context</b>, as well as their personal and others' <b>technical skill</b>.</p> <p>MU:Pr4.3.5a <b>Demonstrate</b> and explain how <b>intent</b> is conveyed through interpretive decisions and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, and <b>articulation/style</b>).</p> <p>MU:Re7.1.5a <b>Demonstrate</b> and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, <b>purposes</b>, or <b>contexts</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?</p>



CONNECTING

MU: Cn11.0.5

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.5a **Improvise** rhythmic, melodic, and harmonic ideas, and explain **connection** to specific **purpose** and **context** (such as **social**, **cultural**, and **historical**).

MU:Pr4.2.5c Explain how **context** (such as **social**, **cultural**, and **historical**) informs **performances**.

MU:Pr6.1.5b **Demonstrate performance decorum** and **audience etiquette** appropriate for the **context**, **venue**, **genre**, and **style**.

MU:Re7.2.5a **Demonstrate** and explain, citing evidence, how responses to music are informed by the **structure**, the use of the **elements of music**, and **context** (such as **social**, **cultural**, and **historical**).

MU:Re9.1.5a Evaluate **musical works** and **performances**, applying **established criteria**, and explain appropriateness to the **context**, citing evidence from the **elements of music**.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr1.1.6</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	<b>IMAGINE</b>	
		a. Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b> .	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.6</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<b>PLAN / MAKE</b>	
		a. Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> . b. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b> , melodic phrases, and two-chord harmonic <b>musical ideas</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.6</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<b>EVALUATE / REFINE</b>		
	a. Evaluate their own work, applying <b>teacher-provided criteria</b> such as application of selected <b>elements of music</b> , and use of sound sources. b. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from their teacher.		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr3.2.6</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	<p>a. <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b>.</p> <p><b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication</p> <p><b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?</p>	
PERFORMING	<b>MU: Pr4.1.6</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
	<p>a. Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b>, and explain why each was chosen.</p> <p><b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?</p>	
PERFORMING	<b>MU: Pr4.2.6</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
	<p>a. Explain how understanding the <b>structure</b> and the <b>elements of music</b> are used in music selected for <b>performance</b>.</p> <p>b. When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm</b>, <b>pitch</b>, <b>articulation</b>, and <b>dynamics</b>.</p> <p>c. Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b>.</p> <p><b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?</p>	



PERFORMING

PERFORMING	<p><b>MU: Pr4.3.6</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i></p>	INTERPRET
	<p>a. <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b>, and <b>phrasing</b>) convey <b>intent</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>
PERFORMING	<p><b>MU: Pr5.1.6</b> <b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	REHEARSE / EVALUATE / REFINE
	<p>a. Identify and apply <b>teacher-provided criteria</b> (such as correct interpretation of notation, <b>technical accuracy</b>, originality, and interest) to rehearse, <b>refine</b>, and determine when a piece is ready to <b>perform</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?</p>
PERFORMING	<p><b>MU: Pr6.1.6</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	PRESENT
	<p>a. <b>Perform</b> the music with <b>technical accuracy</b> to convey the <b>creator's intent</b>. b. <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p>	<p><b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>

RESPONDING	<b>MU: Re7.1.6</b> <b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
	a. Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.6</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
	a. Describe how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of the pieces. b. Identify the <b>context</b> of music from a variety of <b>genres</b> , <b>cultures</b> , and <b>historical periods</b> .	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.6</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>	
a. Describe a personal <b>interpretation</b> of how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres</b> and <b>cultural</b> and <b>historical context</b> , convey <b>expressive intent</b> .		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?	



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

RESPONDING	<b>MU: Re9.1.6</b> <b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b> .	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?

CONNECTING	<b>MU: Cn10.0.6</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr2.1.6a Select, organize, construct, and document personal <b>musical ideas</b> for <b>arrangements</b> and <b>compositions</b> within <b>AB</b> or <b>ABA form</b> that <b>demonstrate</b> an effective beginning, middle, and ending, and convey <b>expressive intent</b> . MU:Cr3.2.6a <b>Present</b> the final version of their documented personal <b>composition</b> or <b>arrangement</b> , using <b>craftsmanship</b> and originality to demonstrate an effective beginning, middle, and ending, and convey <b>expressive intent</b> . MU:Pr4.1.6a Apply <b>teacher-provided criteria</b> for selecting music to <b>perform</b> for a specific <b>purpose</b> and/or <b>context</b> and explain why each was chosen. MU:Pr4.3.6a <b>Perform</b> a selected piece of music demonstrating how their <b>interpretations</b> of the <b>elements of music</b> and the <b>expressive qualities</b> (such as <b>dynamics</b> , <b>tempo</b> , <b>timbre</b> , <b>articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> . MU:Re7.1.6a Select or choose music to listen to and explain the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing, and responding?





# Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] Words in red are defined in the Glossary.

CONNECTING	<b>MU: Cn11.0.6</b>	<b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>	CONNECT
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i></p> <p>MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic <b>phrases</b> within <b>AB</b> and <b>ABA forms</b> that convey <b>expressive intent</b>.</p> <p>MU:Pr4.2.6c Identify how <b>cultural</b> and <b>historical context</b> inform the <b>performances</b>.</p> <p>MU:Pr6.1.6b <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b> and <b>purpose</b>.</p> <p>MU:Re7.2.6b Identify the <b>context</b> of music from a variety of <b>genres</b>, <b>cultures</b>, and <b>historical periods</b>.</p> <p>MU:Re9.1.6a Apply <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	<p><b>ENDURING UNDERSTANDING</b></p> <p>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b></p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr1.1.7</b> <b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	<p>a. Generate rhythmic, melodic, and harmonic <b>phrases</b> and variations over harmonic accompaniments within <b>AB</b>, <b>ABA</b>, or <b>theme and variation forms</b> that convey <b>expressive intent</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do musicians generate creative ideas?</p>
CREATING	<b>MU: Cr2.1.7</b> <b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	<p>a. Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b>, songs, and <b>compositions</b> within <b>AB</b>, <b>ABA</b>, or <b>theme and variation forms</b> that <b>demonstrate unity</b> and <b>variety</b> and convey <b>expressive intent</b>.</p> <p>b. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal simple rhythmic <b>phrases</b>, melodic phrases, and <b>harmonic sequences</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do musicians make creative decisions?</p>
CREATING	<b>MU: Cr3.1.7</b> <b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	<p>a. Evaluate their own work, applying selected <b>criteria</b> such as appropriate application of <b>elements of music</b> including <b>style</b>, <b>form</b>, and use of sound sources.</p> <p>b. Describe the rationale for making revisions to the music based on evaluation <b>criteria</b> and feedback from others (teacher and peers).</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do musicians improve the quality of their creative work?</p>



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr3.2.7</b> <b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	<p>a. <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate <b>unity</b> and <b>variety</b>, and convey <b>expressive intent</b>.</p> <p><b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication</p> <p><b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?</p>	
PERFORMING	<b>MU: Pr4.1.7</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
	<p>a. Apply <b>collaboratively-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities</b>, <b>technical challenges</b>, and reasons for choices.</p> <p><b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p><b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?</p>	
PERFORMING	<b>MU: Pr4.2.7</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
	<p>a. Explain and demonstrate the <b>structure</b> of contrasting pieces of music selected for <b>performance</b> and how <b>elements of music</b> are used.</p> <p>b. When analyzing selected music, read and identify by name or function standard symbols for <b>rhythm</b>, <b>pitch articulation</b>, <b>dynamics</b>, <b>tempo</b>, and <b>form</b>.</p> <p>c. Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in different music <b>interpretations</b>.</p> <p><b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p><b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?</p>	

PERFORMING	<b>MU: Pr4.3.7</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	<b>INTERPRET</b>
	a. <b>Perform</b> contrasting pieces of music demonstrating their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b> , and <b>phrasing</b> ) convey <b>intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
	<b>MU: Pr5.1.7</b> <b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	<b>REHEARSE / EVALUATE / REFINE</b>
	a. Identify and apply <b>collaboratively-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, emotional impact, and interest) to rehearse, <b>refine</b> , and determine when the music is ready to <b>perform</b> .	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
	<b>MU: Pr6.1.7</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	<b>PRESENT</b>
	a. <b>Perform</b> the music with <b>technical accuracy</b> and stylistic <b>expression</b> to convey the <b>creator's intent</b> . b. <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose</b> , and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING	<b>MU: Re7.1.7</b> <b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
	<p>a. Select or choose contrasting music to listen to and compare the <b>connections</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.7</b> <b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
	<p>a. Classify and explain how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> of contrasting pieces.</p> <p>b. Identify and compare the <b>context</b> of music from a variety of <b>genres, cultures, and historical periods</b>.</p>	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.7</b> <b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>	
<p>a. Describe a personal <b>interpretation</b> of contrasting works and explain how creators' and performers' application of the <b>elements of music</b> and <b>expressive qualities</b>, within <b>genres, cultures, and historical periods</b>, convey <b>expressive intent</b>.</p>		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?	



RESPONDING	<p><b>MU: Re9.1.7</b> <b>Apply criteria to evaluate artistic work.</b>  <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	EVALUATE
	<p>a. Select from <b>teacher-provided criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do we judge the quality of musical work(s) and performance(s)?</p>
CONNECTING	<p><b>MU: Cn10.0.7</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b>  <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	CONNECT
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>                  MU:Cr2.1.7a Select, organize, develop and document personal <b>musical ideas</b> for <b>arrangements</b>, songs, and <b>compositions</b> within <b>AB, ABA, or theme and variation forms</b> that <b>demonstrate unity</b> and <b>variety</b> and convey <b>expressive intent</b>.                  MU:Cr3.2.7a <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate <b>unity</b> and <b>variety</b>, and convey <b>expressive intent</b>.                  MU:Pr4.1.7a Apply <b>collaboratively-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b> and, after discussion, identify <b>expressive qualities</b>, <b>technical challenges</b>, and reasons for choices.                  MU:Pr4.3.7a <b>Perform</b> contrasting pieces of music demonstrating their personal <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, <b>articulation/style</b>, and <b>phrasing</b>) convey <b>intent</b>.                  MU:Re7.1.7a Select or choose contrasting music to listen to and compare the <b>connection</b> to specific interests or experiences for a specific <b>purpose</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b>                  Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b>                  How do musicians make meaningful connections to creating, performing, and responding?</p>



CONNECTING

**MU: Cn11.0.7**

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic **phrases** and variations over harmonic accompaniments within **AB, ABA**, or **theme** and **variation forms** that convey **expressive intent**.

MU:Pr4.2.7c Identify how **cultural** and **historical context** inform **performance** and results in different music **interpretations**.

MU:Pr6.1.7b **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose**, and **context**.

MU:Re7.2.7b Identify and compare the **context** of music from a variety of **genres, cultures**, and **historical periods**.

MU:Re9.1.7a Select from **teacher-provided criteria** to evaluate **musical works** or **performances**.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

CREATING	<b>MU: Cr1.1.8</b>	<b>Generate and conceptualize artistic ideas and work.</b>		<b>IMAGINE</b>
		<i>Generate musical ideas for various purposes and contexts.</i>		
		a. Generate rhythmic, melodic and harmonic <b>phrases</b> and harmonic accompaniments within <b>expanded forms</b> (including introductions, transitions, and codas) that convey <b>expressive intent</b> .		
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.		ESSENTIAL QUESTION(S) How do musicians generate creative ideas?	
	<b>MU: Cr2.1.8</b>	<b>Organize and develop artistic ideas and work.</b>		<b>PLAN / MAKE</b>
		<i>Select and develop musical ideas for defined purposes and contexts.</i>		
		a. Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b> , songs, and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension</b> and <b>release, unity</b> and <b>variety</b> , balance, and convey <b>expressive intent</b> . b. Use <b>standard</b> and/or <b>iconic notation</b> and/or audio/ video recording to document personal rhythmic <b>phrases</b> , melodic phrases, and <b>harmonic sequences</b> .		
	ENDURING UNDERSTANDING Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		ESSENTIAL QUESTION(S) How do musicians make creative decisions?	
	<b>MU: Cr3.1.8</b>	<b>Refine and complete artistic work.</b>		<b>EVALUATE / REFINE</b>
<i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>				
a. Evaluate their own work by selecting and applying <b>criteria</b> including appropriate application of <b>compositional techniques, style, form</b> , and use of sound sources. b. Describe the rationale for <b>refining</b> works by explaining the choices, based on evaluation <b>criteria</b> .				
ENDURING UNDERSTANDING Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?		





Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

CREATING	<b>MU: Cr3.2.8</b> <b>Refine and complete artistic work.</b> <span style="float: right;">PRESENT</span> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	
	<p>a. <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety</b>, <b>tension and release</b>, and balance to convey <b>expressive intent</b>.</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>ENDURING UNDERSTANDING</b>                      Musicians’ presentation of creative work is the culmination of a process of creation and communication.                 </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTION(S)</b>                      When is creative work ready to share?                 </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.
<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	
PERFORMING	<b>MU: Pr4.1.8</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <span style="float: right;">SELECT</span> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	
	<p>a. Apply <b>personally-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b>, and explain <b>expressive qualities</b>, <b>technical challenges</b>, and reasons for choices.</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>ENDURING UNDERSTANDING</b>                      Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.                 </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTION(S)</b>                      How do performers select repertoire?                 </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
<b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?	
<b>MU: Pr4.2.8</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <span style="float: right;">ANALYZE</span> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>		
<p>a. Compare the <b>structure</b> of contrasting pieces of music selected for <b>performance</b>, explaining how the <b>elements of music</b> are used in each.</p> <p>b. When analyzing selected music, <b>sight-read</b> in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p>c. Identify how <b>cultural</b> and <b>historical context</b> inform <b>performances</b> and result in different musical effects.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <b>ENDURING UNDERSTANDING</b>                      Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.                 </td> <td style="width: 50%;"> <b>ESSENTIAL QUESTION(S)</b>                      How does understanding the structure and context of musical works inform performance?                 </td> </tr> </table>	<b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
<b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?	



Pre-Kindergarten through 8<sup>th</sup> Grade [MUSIC] *Words in red are defined in the Glossary.*

PERFORMING	<p><b>MU: Pr4.3.8</b> <b>Select, analyze, and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i></p>	<b>INTERPRET</b>
	<p>a. <b>Perform</b> contrasting pieces of music, demonstrating as well as explaining how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics</b>, <b>tempo</b>, <b>timbre</b>, <b>articulation/style</b>, and <b>phrasing</b>).</p>	
	<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and expressive intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>
	<p><b>MU: Pr5.1.8</b> <b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>	<b>REHEARSE / EVALUATE / REFINE</b>
	<p>a. Identify and apply <b>personally-developed criteria</b> (such as demonstrating correct interpretation of notation, <b>technical skill</b> of performer, originality, emotional impact, <b>variety</b>, and interest) to rehearse, <b>refine</b>, and determine when the music is ready to <b>perform</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?</p>
	<p><b>MU: Pr6.1.8</b> <b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>	<b>PRESENT</b>
	<p>a. <b>Perform</b> the music with <b>technical accuracy</b>, stylistic <b>expression</b>, and <b>culturally authentic practices</b> in music to convey the <b>creator's intent</b>.</p> <p>b. <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue</b>, <b>purpose</b>, <b>context</b>, and <b>style</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.</p>	<p><b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>

RESPONDING	<b>MU: Re7.1.8</b>	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.8</b>	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Compare how the <b>elements of music</b> and <b>expressive qualities</b> relate to the <b>structure</b> within <b>programs</b> of music. b. Identify and compare the <b>context</b> of <b>programs</b> of music from a variety of <b>genres, cultures, and historical periods</b> .	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.8</b>	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>	
	a. Support personal <b>interpretation</b> of contrasting <b>programs</b> of music and explain how creators' or performers' apply the <b>elements of music</b> and <b>expressive qualities</b> , within <b>genres, cultures, and historical periods</b> to convey <b>expressive intent</b> .		
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern the musical creators' and performers' expressive intent?	



RESPONDING	<p><b>MU: Re9.1.8</b> <b>Apply criteria to evaluate artistic work.</b>  <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i></p>	EVALUATE
	<p>a. Apply appropriate <b>personally-developed criteria</b> to evaluate <b>musical works</b> or <b>performances</b>.</p>	<p><b>ENDURING UNDERSTANDING</b>                  The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
CONNECTING	<p><b>MU: Cn10.0.8</b> <b>Synthesize and relate knowledge and personal experiences to make art.</b>  <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	CONNECT
	<p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>                  MU:Cr2.1.8a Select, organize, and document personal <b>musical ideas</b> for <b>arrangements</b>, songs, and <b>compositions</b> within <b>expanded forms</b> that <b>demonstrate tension</b> and <b>release, unity</b> and <b>variety</b>, and balance, and convey <b>expressive intent</b>.                  MU:Cr3.2.8a <b>Present</b> the final version of their documented personal <b>composition</b>, song, or <b>arrangement</b>, using <b>craftsmanship</b> and originality to demonstrate the application of <b>compositional techniques</b> for creating <b>unity</b> and <b>variety, tension</b> and <b>release</b>, and balance to convey <b>expressive intent</b>.                  MU:Pr4.1.8a Apply <b>personally-developed criteria</b> for selecting music of contrasting styles for a <b>program</b> with a specific <b>purpose</b> and/or <b>context</b>, and explain <b>expressive qualities, technical challenges</b>, and reasons for choices.                  MU:Pr4.3.8a <b>Perform</b> contrasting pieces of music, demonstrating as well as explaining how the music's <b>intent</b> is conveyed by their <b>interpretations</b> of the <b>elements of music</b> and <b>expressive qualities</b> (such as <b>dynamics, tempo, timbre, articulation/style</b>, and <b>phrasing</b>).                  MU:Re7.1.8a Select <b>programs</b> of music (such as a CD mix or live performances) and demonstrate the <b>connections</b> to an interest or experience for a specific <b>purpose</b>.</p>	<p><b>ENDURING UNDERSTANDING</b>                  Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>



CONNECTING

**MU: Cn11.0.8**

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic **phrases** and harmonic accompaniments within **expanded forms** (including introductions, transitions, and codas) that convey **expressive intent**.

MU:Pr4.2.8c Identify how **cultural** and **historical context** inform **performance** and results in different musical effects.

MU:Pr6.1.8b **Demonstrate performance decorum** (such as stage presence, attire, and behavior) and **audience etiquette** appropriate for **venue, purpose, context, and style**.

MU:Re7.2.8b Identify and compare the **context** of **programs** of music from a variety of **genres, cultures, and historical periods**.

MU:Re9.1.8a Apply appropriate **personally-developed criteria** to evaluate **musical works** or **performances**.

**ENDURING UNDERSTANDING**

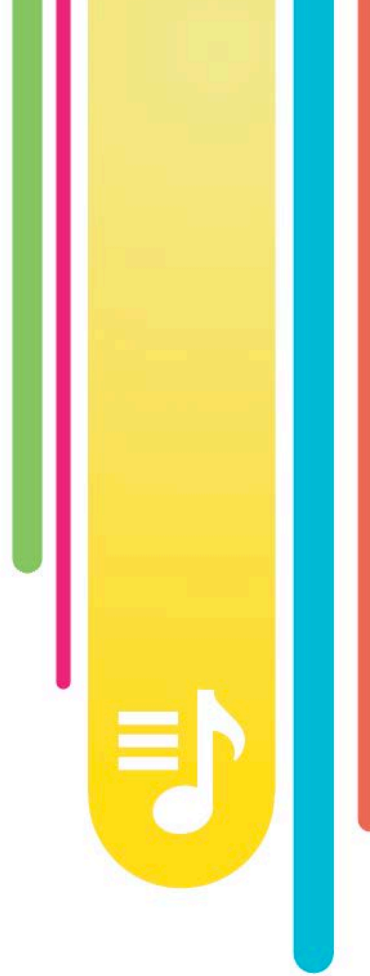
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

# Harmonizing Instruments

[MUSIC]





# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.H.5</b> NOVICE	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	<b>IMAGINE</b>
		a. Generate melodic, rhythmic, and harmonic ideas for simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.H.5</b> NOVICE	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<b>PLAN / MAKE</b>
		a. Select, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	
		<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.H.5</b> NOVICE	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<b>EVALUATE / REFINE</b>	
	a. Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.H.5</b> NOVICE	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> final versions of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.H.5</b> NOVICE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> , as well as the <b>context</b> of the <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.H.5</b> NOVICE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?





# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.H.5</b> NOVICE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.H.5</b> NOVICE	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and <b>refine</b> the performances.	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?	
	<b>MU: Pr6.1.H.5</b> NOVICE	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	

# Harmonizing Instruments [MUSIC] Words in **red** are defined in the Glossary.

<b>RESPONDING</b>	<b>MU: Re7.1.H.5</b> NOVICE	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , or personal experience.	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.H.5</b> NOVICE	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the <b>context (social or cultural)</b> inform the response.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
	<b>MU: Re8.1.H.5</b> NOVICE	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
		a. Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, referring to the <b>elements of music, context (personal or social)</b> , and (when appropriate) the <b>setting of the text</b> .	
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	MU: Re9.1.H.5 NOVICE	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	<p>a. Identify and describe how interest, experiences, and <b>contexts (personal or social)</b> effect the evaluation of music.</p>		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	
CONNECTING	MU: Cn10.0.H.5 NOVICE	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	<p>a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>            MU:Cr3.2.H.5a <b>Share</b> final versions of simple <b>melodies</b> (such as two-<b>phrase</b>) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b>.            MU:Pr4.1.H.5a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skills</b>, as well as the <b>context</b> of the <b>performances</b>.            MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, or experiences.</p>		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CONNECTING

**MU: Cn11.0.H.5**  
NOVICE

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*Embedded within:*

MU:Pr4.3.H.5a Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**.

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) influence the response.

MU:Re9.1.H.5a Identify and describe how interest, experiences and **contexts** (**personal** or **social**) effect the evaluation of music.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.H.8</b> INTERMEDIATE	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given melodies.	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.H.8</b> INTERMEDIATE	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given melodies.	
<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?		
	<b>MU: Cr3.1.H.8</b> INTERMEDIATE	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given melodies.	
<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		

# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



CREATING	<b>MU: Cr3.2.H.8</b> INTERMEDIATE	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> final versions of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.H.8</b> INTERMEDIATE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
PERFORMING	<b>MU: Pr4.2.H.8</b> INTERMEDIATE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. Identify prominent melodic, harmonic, and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, or historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?

# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



PERFORMING

<b>MU: Pr4.3.H.8</b> INTERMEDIATE	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
	a. Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> ( <b>social, cultural, or historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
<b>MU: Pr5.1.H.8</b> INTERMEDIATE	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
	a. Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and <b>refine</b> the performances.	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
<b>MU: Pr6.1.H.8</b> INTERMEDIATE	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, or historical</b> ).	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?



# Harmonizing Instruments [MUSIC] Words in **red** are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.H.8</b> INTERMEDIATE	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Explain reasons for selecting music citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and context.	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.H.8</b> INTERMEDIATE	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Describe how the way that the <b>elements of music</b> are manipulated and knowledge of the <b>context</b> ( <b>social</b> and <b>cultural</b> ) inform the response.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.H.8</b> INTERMEDIATE	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET	
	a. Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b> , <b>context</b> , and (when appropriate) the <b>setting of the text</b> .		
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?	





# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	MU: Re9.1.H.8 INTERMEDIATE	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
		a. Explain the influence of experiences and <b>contexts</b> ( <b>personal, social, or cultural</b> ) on interest in and the evaluation of a varied <b>repertoire</b> of music.	
		<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?

CONNECTING	MU: Cn10.0.H.8 INTERMEDIATE	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
		a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.H.8a <b>Share</b> final versions of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> . MU:Pr4.1.H.8a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skills</b> (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b> . MU:Re7.1.H.8a Cite reasons for how the musical selections use the <b>elements of music</b> and make connections to specific interests, <b>purposes</b> , and experiences.	
		<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CONNECTING

**MU: Cn11.0.H.8**  
INTERMEDIATE

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*Embedded within:*

MU:Pr4.3.H.8a Demonstrate and describe in **interpretations** an understanding of the **context (social, cultural, or historical)** and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments selected for **performance**.

MU:Re7.2.H.8a Describe how the way that the **elements of music** are manipulated and knowledge of the **context (social and cultural)** influence the response.

MU:Re9.1.H.8a Explain the influence of experiences and **contexts (personal, social, or cultural)** on interest in and the evaluation of a varied **repertoire** of music.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.H.I</b> HS PROFICIENT	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for <b>improvisations, compositions (forms such as theme and variation</b> or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
CREATING	<b>MU: Cr2.1.H.I</b> HS PROFICIENT	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations, compositions (forms such as theme and variation</b> or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
CREATING	<b>MU: Cr3.1.H.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations, compositions (forms such as theme and variation</b> or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.H.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Perform</b> final versions of <b>improvisations, compositions</b> ( <b>forms</b> such as <b>theme and variation</b> or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	

PERFORMING	<b>MU: Pr4.1.H.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music for individual or small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	
	<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?	
	<b>MU: Pr4.2.H.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
	a. Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, or historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).		
	<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?	

# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



PERFORMING

PERFORMING	<b>MU: Pr4.3.H.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
	a. Describe in <b>interpretations</b> the <b>context</b> ( <b>social, cultural, or historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).		
	ENDURING UNDERSTANDING Performers make interpretive decisions based on their understanding of context and intent.	ESSENTIAL QUESTION(S) How do performers interpret musical works?	
PERFORMING	<b>MU: Pr5.1.H.I</b> HS PROFICIENT	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
	a. Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.		
	ENDURING UNDERSTANDING To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their performance?	
PERFORMING	<b>MU: Pr6.1.H.I</b> HS PROFICIENT	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, or historical</b> ).		
	ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.H.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>		SELECT
		a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .		
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.H.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>		ANALYZE
		a. Compare passages in musical selections and explain how the <b>elements of music</b> and <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ) inform the response.		
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
<b>MU: Re8.1.H.I</b> HS PROFICIENT	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>		INTERPRET	
	a. Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b> , <b>context</b> ( <b>personal</b> , <b>social</b> , and <b>cultural</b> ), and (when appropriate) the <b>setting of the text</b> , and outside sources.			
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.		<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?		



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.H.I</b> HS PROFICIENT	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Develop and apply <b>teacher-provided</b> and <b>established criteria</b> based on personal preference, <b>analysis</b> , and <b>context (personal, social, and cultural)</b> to evaluate individual and small group musical selections for listening.		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.H.I</b> HS PROFICIENT	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.H.Ia <b>Perform</b> final versions of <b>improvisations, compositions (forms such as theme and variation or 12-bar blues)</b> and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> . MU:Pr4.1.H.Ia Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music, based on personal interest and <b>technical skills</b> for individual or small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:Re7.1.H.Ia Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CONNECTING	<b>MU: Cn11.0.H.I</b> HS PROFICIENT	<b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>	CONNECT
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><i>Embedded within:</i></p> <p>MU:Pr4.3.H.I.a Describe in <b>interpretations</b> the <b>context</b> (<b>social, cultural, or historical</b>) and <b>expressive intent</b> in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) selected for <b>performance</b>.</p> <p>MU:Re7.2.H.I.a Compare passages in musical selections and explain how the <b>elements of music</b> and <b>context</b> (<b>social, cultural, or historical</b>) influence the response.</p> <p>MU:Re9.1.H.I.a Develop and apply <b>teacher-provided</b> and <b>established criteria</b> based on personal preference, <b>analysis</b>, and <b>context</b> (<b>personal, social, and cultural</b>) to evaluate individual and small group musical selections for listening.</p>	<p><b>ENDURING UNDERSTANDING</b></p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b></p> <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>





# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.H.II</b> HS ACCOMPLISHED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .		
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.H.II</b> HS ACCOMPLISHED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	a. Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
	<b>MU: Cr3.1.H.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.H.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Perform</b> final versions of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	

PERFORMING	<b>MU: Pr4.1.H.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?	
	<b>MU: Pr4.2.H.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.H.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Explain in <b>interpretations</b> the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?
	<b>MU: Pr5.1.H.II</b> HS ACCOMPLISHED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> , and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	
		<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
	<b>MU: Pr6.1.H.II</b> HS ACCOMPLISHED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> , demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ).	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.



RESPONDING	<b>MU: Re7.1.H.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.H.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) of contrasting musical selections inform the response.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.H.II</b> HS ACCOMPLISHED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
		a. Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b> , <b>context</b> ( <b>personal</b> , <b>social</b> , and <b>cultural</b> ), and (when appropriate) the <b>setting of the text</b> , and varied researched sources.	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.H.II</b> HS ACCOMPLISHED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis</b> , <b>interpretation</b> , <b>expressive intent</b> , and <b>musical qualities</b> to evaluate contrasting individual and small group musical selections for listening.		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.H.II</b> HS ACCOMPLISHED	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.H.IIa <b>Perform</b> final versions of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of styles, and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> . MU:Pr4.1.H.IIa Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music, based on personal interest and <b>technical skills</b> for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of <b>styles</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CONNECTING

**MU: Cn11.0.H.II**  
HS ACCOMPLISHED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*Embedded within:*

MU:Pr4.3.H.IIa Explain in **interpretations** the **context** (**social, cultural, and historical**) and **expressive intent** in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a variety of styles selected for **performance**.

MU:Re7.2.H.IIa Explain how the **analysis** of the **structures** and **context** (**social, cultural, and historical**) from contrasting musical selections influence the response.

MU:Re9.1.H.IIa Apply **personally-developed** and **established criteria** based on research, personal preference, **analysis, interpretation, expressive intent, and musical qualities** to evaluate contrasting individual and small group musical selections for listening.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.H.III</b> HS ADVANCED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for a collection of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.H.III</b> HS ADVANCED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
	<b>MU: Cr3.1.H.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in a variety of <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.H.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of <b>forms</b> and styles), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	

PERFORMING	<b>MU: Pr4.1.H.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT	
		a. Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> for a <b>program</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in a variety of contrasting <b>styles</b> .		
	<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?		
	<b>MU: Pr4.2.H.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE	
		a. Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context (social, cultural, and historical)</b> in a varied <b>repertoire</b> of music selected for <b>performance programs</b> that includes <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in a variety of contrasting <b>styles</b> .		
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?	





# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.H.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Explain and present <b>interpretations</b> that demonstrate and describe the <b>context</b> ( <b>social, cultural, and historical</b> ) and an understanding of the creator's <b>intent</b> in <b>repertoire</b> for varied <b>programs</b> of music that include <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in a variety of contrasting <b>styles</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.H.III</b> HS ADVANCED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Develop and apply <b>criteria</b> , including feedback from multiple sources, to critique varied <b>programs</b> of music <b>repertoire</b> ( <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, <b>improvisations</b> in a variety of contrasting <b>styles</b> ) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?	
	<b>MU: Pr6.1.H.III</b> HS ADVANCED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> for <b>programs</b> of music that includes <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in a variety of contrasting <b>styles</b> , demonstrating sensitivity to the audience and an understanding of the <b>context</b> ( <b>social, cultural, and historical</b> ).	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.H.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Select, describe, and compare a variety of individual and small group musical <b>programs</b> from varied <b>cultures</b> , <b>genres</b> , and <b>historical periods</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?
	<b>MU: Re7.2.H.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Demonstrate and justify how the <b>structural</b> characteristics function within a variety of musical selections, and distinguish how <b>context (social, cultural, and historical)</b> and creative decisions inform the response.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
<b>MU: Re8.1.H.III</b> HS ADVANCED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET	
	a. Establish and justify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.		
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.H.III</b> HS ADVANCED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on <b>personally-developed</b> and <b>established criteria</b> , personal decision making, and knowledge and understanding of <b>context</b> .		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.H.III</b> HS ADVANCED	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.H.IIIa <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skills</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> . MU:Pr4.1.H.IIIa Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for a <b>program</b> of music, based on personal interest and <b>technical skills</b> , for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, stylistically appropriate accompaniments, and <b>improvisations</b> in several different <b>styles</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Harmonizing Instruments [MUSIC] Words in red are defined in the Glossary.

CONNECTING

**MU: Cn11.0.H.III**  
HS ADVANCED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*Embedded within:*

MU:Pr4.3.H.IIIa Explain and present **interpretations** that demonstrate and describe the **context** (**social, cultural, and historical**) and an understanding of the creator's **intent** in varied **repertoire** for a **program** of music that includes **melodies**, repertoire pieces, stylistically appropriate accompaniments, and **improvisations** in several different **styles**.

MU:Re7.2.H.IIIa Demonstrate and justify how the **structural** characteristics function within a variety of musical selections, and distinguish how **context** (**social, cultural, and historical**) and creative decisions influence the response.

MU:Re9.1.H.IIIa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on **personally-developed** and **established criteria**, personal decision making, and knowledge and understanding of **context**.

**ENDURING UNDERSTANDING**

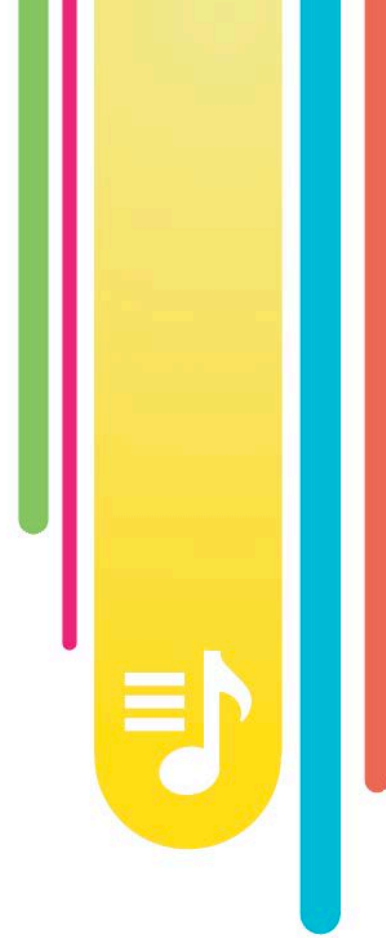
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

# Technology

[MUSIC]





# Technology [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr1.1.T.I</b> HS PROFICIENT	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> or <b>improvisations</b> using <b>digital tools</b> .	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.T.I</b> HS PROFICIENT	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using <b>digital tools</b> and <b>resources</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
	<b>MU: Cr3.1.T.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
	<b>MU: Cr3.2.T.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share compositions</b> or <b>improvisations</b> that demonstrate a proficient level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital tools</b> and <b>resources</b> in developing and organizing <b>musical ideas</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?



PERFORMING	<p><b>MU: Pr4.1.T.I</b> HS PROFICIENT</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	<b>SELECT</b>
		<p>a. Develop and explain the <b>criteria</b> used for selecting a varied <b>repertoire</b> of music based on interest, music reading skills, and an understanding of the performer’s <b>technical</b> and technological <b>skill</b>.</p>	
		<p><b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?</p>
	<p><b>MU: Pr4.2.T.I</b> HS PROFICIENT</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i></p>	<b>ANALYZE</b>
		<p>a. Describe how <b>context</b>, <b>structural</b> aspects of the music, and <b>digital</b> media/<b>tools</b> inform prepared and improvised <b>performances</b>.</p>	
		<p><b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?</p>
	<p><b>MU: Pr4.3.T.I</b> HS PROFICIENT</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators’ intent.</i></p>	<b>INTERPRET</b>
		<p>a. Demonstrate how understanding the <b>context</b>, expressive challenges, and use of <b>digital tools</b> in a varied <b>repertoire</b> of music influence prepared or improvised <b>performances</b>.</p>	
		<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>



# Technology [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr5.1.T.I</b> HS PROFICIENT	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	EVALUATE / REFINE
		a. Identify and implement rehearsal strategies to improve the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.	
		<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
PERFORMING	<b>MU: Pr6.1.T.I</b> HS PROFICIENT	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. Using <b>digital tools</b> , demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music. b. Demonstrate an understanding of the <b>context</b> of music through prepared and improvised <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	<b>MU: Re7.1.T.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Cite reasons for choosing music based on the use of the <b>elements of music</b> , digital and electronic aspects, and <b>connections</b> to interest or <b>purpose</b> .	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?





# Technology [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.2.T.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Explain how knowledge of the <b>structure</b> (repetition, similarities, contrasts), technological aspects, and <b>purpose</b> of the music informs the response.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.T.I</b> HS PROFICIENT	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
		a. Explain and support <b>an interpretation</b> of the <b>expressive intent</b> of musical selections based on treatment of the <b>elements of music</b> , digital and electronic features, and <b>purpose</b> .	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?
<b>MU: Re9.1.T.I</b> HS PROFICIENT	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>	
	a. Evaluate music using <b>criteria</b> based on <b>analysis, interpretation</b> , digital and electronic features, and personal interests.		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	



CONNECTING

**MU: Cn10.0.T.1**  
HS PROFICIENT

**Synthesize and relate knowledge and personal experiences to make art.**

CONNECT

*Synthesize and relate knowledge and personal experiences to make music.*

- a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

*Embedded within:*

MU:Cr3.2.T.1a **Share compositions** or **improvisations** that demonstrate a proficient level of musical and technological **craftsmanship** as well as the use of **digital tools** and **resources** in developing and organizing **musical ideas**.

MU:Pr4.1.T.1a Develop and explain the **criteria** used for selecting a varied **repertoire** of music based on interest, music reading skills, and an understanding of the performer’s **technical** and technological **skill**.

MU:Pr4.3.T.1a Demonstrate how understanding the **context**, expressive challenges, and use of **digital tools** in a varied **repertoire** of music influence prepared or improvised **performances**.

MU:Re7.1.T.1a Cite reasons for choosing music based on the use of the **elements of music**, digital and electronic aspects and **connections** to interest or **purpose**.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

**MU: Cn11.0.T.1**  
HS PROFICIENT

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

*Embedded within:*

MU:Cr1.1.T.1a Generate melodic, rhythmic and harmonic ideas for **compositions** or **improvisations** using **digital tools**.

MU:Pr4.2.T.1a Describe how **context**, **structural** aspects of the music, and **digital** media/**tools** impact prepared and improvised **performances**.

MU:Pr6.1.T.1b Demonstrate an attention to and understanding of the **context** of music through prepared and improvised **performance**.

MU:Re7.2.T.1a Explain how knowledge of the **structure** (repetition, similarities, contrasts), technological aspects, and **purpose** of the music influence the response.

MU:Re8.1.T.1a Explain and support **an interpretation** of the **expressive intent** of musical selections based on treatment of the **elements of music**, digital and electronic features, and **purpose**.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Technology [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr1.1.T.II</b> HS ACCOMPLISHED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> using <b>digital tools</b> and <b>resources</b> .	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.T.II</b> HS ACCOMPLISHED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits <b>unity</b> and <b>variety</b> using <b>digital</b> and <b>analog tools</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
	<b>MU: Cr3.1.T.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Develop and implement varied strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
	<b>MU: Cr3.2.T.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share compositions</b> and <b>improvisations</b> that demonstrate an accomplished level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools</b> and <b>resources</b> in developing and organizing <b>musical ideas</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?



PERFORMING

<p><b>MU: Pr4.1.T.II</b> HS ACCOMPLISHED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	<p><b>SELECT</b></p>
	<p>a. Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and perform based on interest; an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music; and the performer's <b>technical skill</b> using <b>digital tools</b> and <b>resources</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?</p>
<p><b>MU: Pr4.2.T.II</b> HS ACCOMPLISHED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i></p>	<p><b>ANALYZE</b></p>
	<p>a. Describe and demonstrate how <b>context</b>, <b>theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> inform and influence prepared and improvised <b>performances</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?</p>
<p><b>MU: Pr4.3.T.II</b> HS ACCOMPLISHED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i></p>	<p><b>INTERPRET</b></p>
	<p>a. Demonstrate how understanding the <b>style</b>, <b>genre</b>, <b>context</b>, and use of <b>digital tools</b> and <b>resources</b> in a varied <b>repertoire</b> of music influences prepared or improvised <b>performances</b> and performers' <b>ability</b> to connect with audiences.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>



# Technology [MUSIC] Words in **red** are defined in the Glossary.

PERFORMING	MU: Pr5.1.T.II HS ACCOMPLISHED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	EVALUATE / REFINE
		a. Develop and implement rehearsal strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in a varied <b>repertoire</b> of music.	
	ENDURING UNDERSTANDING Musicians' creative choices are influenced by their context, expressive intent, and established criteria.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?	
	MU: Pr6.1.T.II HS ACCOMPLISHED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
a. Using <b>digital tools</b> and <b>resources</b> , demonstrate <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b> . b. Demonstrate an understanding of the <b>expressive intent</b> when connecting with an audience through prepared and improvised <b>performances</b> .			
ENDURING UNDERSTANDING Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.		ESSENTIAL QUESTION(S) When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
RESPONDING	MU: Re7.1.T.II HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Select and critique contrasting <b>musical works</b> , defending opinions based on manipulations of the <b>elements of music</b> , digital and electronic aspects, and the <b>purpose</b> and <b>context</b> of the works.	
		ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?



# Technology [MUSIC] Words in **red** are defined in the Glossary.

RESPONDING	<b>MU: Re7.2.T.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Explain how an <b>analysis</b> of the <b>structure, context</b> , and technological aspects of the music informs the response.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.T.II</b> HS ACCOMPLISHED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators’/performers’ expressive intent.</i>	<b>INTERPRET</b>
		a. Connect the influence of the treatment of the <b>elements of music</b> , digital and electronic features, <b>context, purpose</b> , and other art forms to the <b>expressive intent</b> of <b>musical works</b> .	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators’ and performers’ expressive intent?
	<b>MU: Re9.1.T.II</b> HS ACCOMPLISHED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>
		a. Apply <b>criteria</b> to evaluate music based on <b>analysis, interpretation</b> , artistic <b>intent</b> , digital, electronic, and analog features, and <b>musical qualities</b> .	
		<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?



CONNECTING

<p><b>MU: Cn10.0.T.II</b> HS ACCOMPLISHED</p>	<p><b>Synthesize and relate knowledge and personal experiences to make music.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	<p>CONNECT</p>
	<p>a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. <i>Embedded within:</i> MU:Cr3.2.T.IIa <b>Share compositions</b> and <b>improvisations</b> that demonstrate an accomplished level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools</b> and <b>resources</b> in developing and organizing <b>musical ideas</b>. MU:Pr4.1.T.IIa Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and perform based on interest; an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music; and the performer’s <b>technical skill</b> using <b>digital tools</b> and <b>resources</b>. MU:Pr4.3.T.IIa Demonstrate how understanding the <b>style, genre, context</b>, and use of <b>digital tools</b> and <b>resources</b> in a varied <b>repertoire</b> of music influences prepared or improvised <b>performances</b> and performers’ <b>ability</b> to connect with audiences. MU:Re7.1.T.IIa Select and critique contrasting <b>musical works</b>, defending opinions based on the <b>elements of music</b>, digital and electronic aspects and the <b>purpose</b> and <b>context</b> of the works.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?</p>
<p><b>MU: Cn11.0.T.II</b> HS ACCOMPLISHED</p>	<p><b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	<p>CONNECT</p>
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. <i>Embedded within:</i> MU:Cr1.1.T.IIa Generate melodic, rhythmic and harmonic ideas for <b>compositions</b> or <b>improvisations</b> using <b>digital tools</b> and <b>resources</b>. MU:Pr4.2.T.IIa Describe and demonstrate how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> impact and influence prepared and improvised <b>performances</b>. MU:Pr6.1.T.IIb Demonstrate an understanding of the <b>expressive intent</b> when connecting with an audience through prepared and improvised <b>performances</b>. MU:Re7.2.T.IIa Explain how an <b>analysis</b> of the <b>structure, context</b>, and technological aspects of the music influences the response. MU:Re8.1.T.IIa Connect the influence of the treatment of the <b>elements of music</b>, digital and electronic features, <b>context, purpose</b>, and other art forms to the <b>expressive intent</b> of <b>musical works</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>



CREATING

CREATING	<b>MU: Cr1.1.T.III</b> HS ADVANCED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> and <b>improvisations</b> that incorporate <b>digital tools, resources, and systems</b> .		
	ENDURING UNDERSTANDING The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	ESSENTIAL QUESTION(S) How do musicians generate creative ideas?	
			PLAN / MAKE
CREATING	<b>MU: Cr2.1.T.III</b> HS ADVANCED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	a. Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits <b>unity, variety</b> , complexity, and coherence using <b>digital</b> and <b>analog tools, resources, and systems</b> .		
	ENDURING UNDERSTANDING Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	ESSENTIAL QUESTION(S) How do musicians make creative decisions?	
			EVALUATE / REFINE
CREATING	<b>MU: Cr3.1.T.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	a. Develop and implement varied strategies and apply appropriate <b>criteria</b> to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of draft <b>compositions</b> and <b>improvisations</b> .		
	ENDURING UNDERSTANDING Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	ESSENTIAL QUESTION(S) How do musicians improve the quality of their creative work?	
			PRESENT
CREATING	<b>MU: Cr3.2.T.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	a. <b>Share</b> a portfolio of musical creations representing varied <b>styles</b> and <b>genres</b> that demonstrates an advanced level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools, resources and systems</b> in developing and organizing <b>musical ideas</b> .		
	ENDURING UNDERSTANDING Musicians’ presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?	





PERFORMING	<p><b>MU: Pr4.1.T.III</b> HS ADVANCED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i></p>	SELECT
		<p>a. Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and perform based on interest, an understanding of the <b>theoretical</b> and <b>structural</b> characteristics, as well as expressive challenges in the music, and the performer’s <b>technical</b> skill using <b>digital tools, resources, and systems</b>.</p>	
	<p><b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?</p>	
	<p><b>MU: Pr4.2.T.III</b> HS ADVANCED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i></p>	ANALYZE
	<p>a. Examine, evaluate and critique how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> inform and influence prepared and improvised <b>performances</b>.</p>		
	<p><b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?</p>	
	<p><b>MU: Pr4.3.T.III</b> HS ADVANCED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators’ intent.</i></p>	INTERPRET
	<p>a. Demonstrate how understanding the <b>style, genre, context</b>, and integration of digital technologies in a varied <b>repertoire</b> of music informs and influences prepared and improvised <b>performances</b> and their <b>ability</b> to connect with audiences.</p>		
	<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>	



# Technology [MUSIC] Words in **red** are defined in the Glossary.

PERFORMING	<b>MU: Pr5.1.T.III</b> HS ADVANCED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	<b>EVALUATE / REFINE</b>
		a. Apply appropriate <b>criteria</b> as well as feedback from multiple sources and develop and implement varied strategies to improve and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of prepared and improvised <b>performances</b> in varied <b>programs</b> of music.	
		<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
	<b>MU: Pr6.1.T.III</b> HS ADVANCED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	<b>PRESENT</b>
		a. Integrating <b>digital</b> and <b>analog tools</b> and <b>resources</b> , demonstrate an understanding and attention to <b>technical accuracy</b> and <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, genres</b> , and <b>historical periods</b> . b. Demonstrate an <b>ability</b> to connect with audience members before, and engaging with and responding to them during prepared and improvised <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	<b>MU: Re7.1.T.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. Select, describe, and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the <b>purpose</b> and <b>context</b> of the works.	
		<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?



# Technology [MUSIC] Words in **red** are defined in the Glossary.

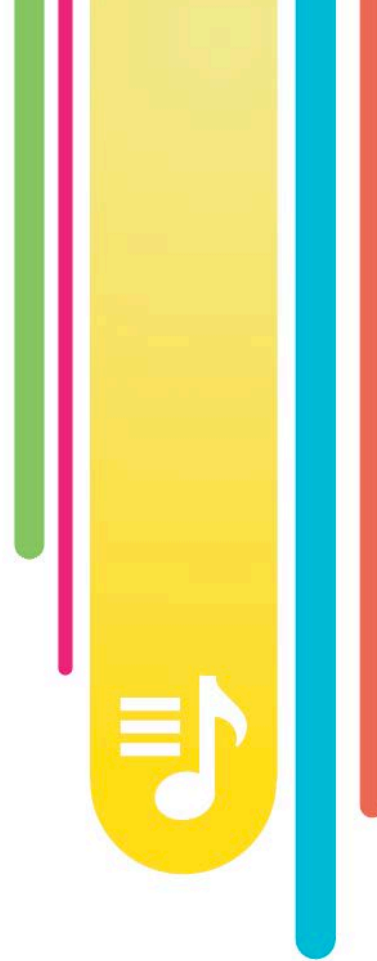
RESPONDING	<b>MU: Re7.2.T.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Demonstrate and justify how an <b>analysis</b> of the <b>structural</b> characteristics, <b>context</b> , and technological and creative decisions, informs interest in and response to the music.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
	<b>MU: Re8.1.T.III</b> HS ADVANCED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
		a. Examine, cite research and multiple sources to connect the influence of the treatment of the <b>elements of music</b> , digital and electronic features, <b>context</b> , <b>purpose</b> , and other art forms to the <b>expressive intent</b> of <b>musical works</b> .	
	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?	
	<b>MU: Re9.1.T.III</b> HS ADVANCED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
		a. Develop and justify the evaluation of a variety of music based on <b>established</b> and personally-developed <b>criteria</b> , digital, electronic and analog features, and understanding of <b>purpose</b> and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	



CONNECTING	<p><b>MU: Cn10.0.T.III</b> HS ADVANCED</p>	<p><b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i></p>	<p><b>CONNECT</b></p>
	<p>a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>            MU:Cr3.2.T.IIIa <b>Share</b> a portfolio of musical creations representing varied <b>styles</b> and <b>genres</b> that demonstrates an advanced level of musical and technological <b>craftsmanship</b> as well as the use of <b>digital</b> and <b>analog tools, resources</b> and <b>systems</b> in developing and organizing <b>musical ideas</b>.            MU:Pr4.1.T.IIIa Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and perform based on interest, an understanding of the <b>theoretical</b> and <b>structural</b> characteristics, as well as expressive challenges in the music, and the performer’s <b>technical</b> skill using <b>digital tools, resources,</b> and <b>systems</b>.            MU:Pr4.3.T.IIIa Demonstrate how understanding the <b>style, genre, context,</b> and integration of digital technologies in a varied <b>repertoire</b> of music informs and influences prepared and improvised <b>performances</b> and their <b>ability</b> to connect with audiences.            MU:Re7.1.T.IIIa Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the <b>purpose</b> and <b>context</b> of the works.</p>		
		<p><b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?</p>
CONNECTING	<p><b>MU: Cn11.0.T.III</b> HS ADVANCED</p>	<p><b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	<p><b>CONNECT</b></p>
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p><i>Embedded within:</i>            MU:Cr1.1.T.IIIa Generate melodic, rhythmic and harmonic ideas for <b>compositions</b> or <b>improvisations</b> that incorporate <b>digital tools, resources</b> and <b>systems</b>.            MU:Pr4.2.T.IIIa Examine, evaluate and critique how <b>context, theoretical</b> and <b>structural</b> aspects of the music and <b>digital media/tools</b> impact and influence prepared and improvised <b>performances</b>.            MU:Pr6.1.T.IIIb Demonstrate an <b>ability</b> to connect with audience members before, engaging with and responding to them through prepared and improvised <b>performances</b>.            MU:Re7.2.T.IIIa Demonstrate and justify how an <b>analysis</b> of the <b>structural</b> characteristics, <b>context</b> and technological and creative decisions influences interest and response to the music.            MU:Re8.1.T.IIIa Examine, cite research and multiple sources to connect the influence of the treatment of the <b>elements of music,</b> digital and electronic features, <b>context, purpose,</b> and other art forms to the <b>expressive intent</b> of <b>musical works</b>.</p>		
		<p><b>ENDURING UNDERSTANDING</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>

# Music Composition and Theory

[MUSIC]





# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr1.1.C.I</b> HS PROFICIENT	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> .	
		<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
	<b>MU: Cr2.1.C.I</b> HS PROFICIENT	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, <b>moods</b> , images, or <b>storylines</b> . b. Identify and describe the development of sounds or short <b>musical ideas</b> in drafts of music within <b>simple forms</b> (such as <b>one-part</b> , <b>cyclical</b> , or <b>binary</b> ).	
		<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.C.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE	
	a. Identify, describe, and apply <b>teacher-provided criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr3.2.C.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> music through the use of notation, <b>performance</b> , or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b> . b. Describe the given <b>context</b> and performance medium for presenting personal works, and how they impact the final <b>composition</b> and presentation.	
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.C.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b> ).	
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.C.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to <b>style</b> and <b>mood</b> , and explain the implications for rehearsal or <b>performance</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.C.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, and mood</b> , explaining how the interpretive choices reflect the creators' <b>intent</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.C.I</b> HS PROFICIENT	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Create rehearsal plans for works, identifying repetition and variation within the <b>form</b> . b. Using <b>established criteria</b> and feedback, identify the way(s) in which <b>performances</b> convey the <b>elements of music, style, and mood</b> . c. Identify and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of multiple works.	
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?	
	<b>MU: Pr6.1.C.I</b> HS PROFICIENT	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> are used to convey <b>intent</b> . b. Identify how <b>compositions</b> are appropriate for an audience or <b>context</b> , and how this will shape future compositions.	
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	





# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.C.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Apply <b>teacher-provided criteria</b> to select music that expresses a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part</b> , <b>cyclical</b> , <b>binary</b> ), and describe the choices as models for <b>composition</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.C.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b> ) of <b>musical works</b> , relating them to <b>style</b> , <b>mood</b> , and <b>context</b> , and describe how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
<b>MU: Re8.1.C.I</b> HS PROFICIENT	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET	
	a. Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <b>technical</b> and <b>expressive aspects</b> as well as the <b>style/gen</b> re of each work.		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?		



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.C.I</b> HS PROFICIENT	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Describe the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <b>fundamentals of music theory</b> . b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.C.I</b> HS PROFICIENT	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr1.1.C.Ia Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> . MU:Cr3.2.C.Ia <b>Share</b> music through the use of notation, <b>performance</b> , or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b> . MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part</b> , <b>cyclical</b> , <b>binary</b> ). MU:Re8.1.C.Ia Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <b>technical</b> and <b>expressive aspects</b> as well as the <b>style/genre</b> of each work.		
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



CONNECTING

**MU: Cn11.0.C.I**  
HS PROFICIENT

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr2.1.C.1a Assemble and organize sounds or short **musical ideas** to **create** initial **expressions** of selected experiences, **moods**, images, or **storylines**.

MU:Pr4.2.C.1a **Analyze** how the **elements of music** (including **form**) of the selected work(s) relate to the **style** and **mood**, and explain the implications for rehearsal or **performance**.

MU:Pr6.1.C.1b Identify how **compositions** are appropriate for an audience or **context**, and how this will shape future compositions.

MU:Re7.2.C.1a **Analyze** aurally the **elements of music** (including **form**) of **musical works**, relating them to **style**, **mood**, and **context**, and describe how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr1.1.C.II</b> HS ACCOMPLISHED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
		a. Describe and demonstrate how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b> , memories, visual images, concepts, texts, or <b>storylines</b> .	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.C.II</b> HS ACCOMPLISHED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
		a. Assemble and organize multiple sounds or <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <b>sonic events</b> , memories, images, concepts, texts, or <b>storylines</b> . b. Describe and explain the development of sounds and <b>musical ideas</b> in drafts of music within a variety of <b>simple</b> or <b>moderately complex forms</b> (such as <b>binary</b> , <b>rondo</b> , or <b>ternary</b> ).	
<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?		
	<b>MU: Cr3.1.C.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
		a. Identify, describe, and apply selected <b>teacher-provided</b> or <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	
<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr3.2.C.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> music through the use of notation, solo or group <b>performance</b> , or technology, and demonstrate and describe how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b> . b. Describe the selected <b>contexts</b> and performance mediums for presenting personal works, and explain why they successfully impact the final <b>composition</b> and presentation.	
	<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	

PERFORMING	<b>MU: Pr4.1.C.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Identify and select specific passages, <b>sections</b> , or movements in <b>musical works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple forms</b> (such as <b>binary, ternary, rondo</b> ) or <b>moderately complex forms</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?	
	<b>MU: Pr4.2.C.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to the <b>style, function</b> , and <b>context</b> , and explain the implications for rehearsal and <b>performance</b> .	
	<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?	



PERFORMING

<p><b>MU: Pr4.3.C.II</b> HS ACCOMPLISHED</p>	<p><b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i></p>		<p>INTERPRET</p>
	<p>a. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, mood, function, and context</b>, explaining and supporting how the interpretive choices reflect the creators' <b>intent</b>.</p>		
	<p><b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?</p>	
<p><b>MU: Pr5.1.C.II</b> HS ACCOMPLISHED</p>	<p><b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i></p>		<p>REHEARSE / EVALUATE / REFINE</p>
	<p>a. Create rehearsal plans for works, identifying the <b>form</b>, repetition and variation within the form, and the <b>style</b> and <b>historical</b> or <b>cultural context</b> of the work.</p> <p>b. Using <b>established criteria</b> and feedback, identify the ways in which performances convey the <b>formal design, style, and historical/cultural context</b> of the works.</p> <p>c. Identify and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of varied works.</p>		
	<p><b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p><b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?</p>	
<p><b>MU: Pr6.1.C.II</b> HS ACCOMPLISHED</p>	<p><b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p>		<p>PRESENT</p>
	<p>a. Share live or recorded <b>performances</b> of works (both personal and others'), and explain how the <b>elements of music</b> and <b>compositional techniques</b> are used to convey <b>intent</b>.</p> <p>b. Explain how <b>compositions</b> are appropriate for both audience and <b>context</b>, and how this will shape future compositions.</p>		
	<p><b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p>	<p><b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.C.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Apply <b>teacher-provided</b> or <b>personally-developed criteria</b> to select music that expresses personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple</b> or <b>moderately complex forms</b> , and describe and defend the choices as models for <b>composition</b> .	
	ENDURING UNDERSTANDING Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	ESSENTIAL QUESTION(S) How do individuals choose music to experience?	
	<b>MU: Re7.2.C.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. <b>Analyze</b> aurally and/or by reading the <b>scores</b> of <b>musical works</b> the <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> and <b>procedures</b> , relating them to <b>style</b> , <b>mood</b> , and <b>context</b> ; and explain how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	
	ENDURING UNDERSTANDING Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	ESSENTIAL QUESTION(S) How does understanding the structure and context of music inform a response?	
	<b>MU: Re8.1.C.II</b> HS ACCOMPLISHED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
		a. Develop and support <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing the use of <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> , and the <b>style/gen</b> re and <b>context</b> of each work.	
	ENDURING UNDERSTANDING Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	ESSENTIAL QUESTION(S) How do we discern musical creators' and performers' expressive intent?	



# Composition & Theory [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.C.II</b> HS ACCOMPLISHED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Explain the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <b>music theory</b> as well as <b>compositional techniques</b> and <b>procedures</b> . b. Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?
CONNECTING	<b>MU: Cn10.0.C.II</b> HS ACCOMPLISHED	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr1.1.C.IIa Describe and demonstrate how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b> , memories, visual images, concepts, texts, or <b>storylines</b> . MU:Cr3.2.C.IIa <b>Share</b> music through the use of notation, solo or group <b>performance</b> , or technology, and demonstrate and describe how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b> . MU:Pr4.1.C.IIa Identify and select specific passages, <b>sections</b> , or movements in <b>musical works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple forms</b> (such as <b>binary</b> , <b>ternary</b> , <b>rondo</b> ) or <b>moderately complex forms</b> . MU:Re8.1.C.IIa Develop and support <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing their use of <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> , and the <b>style/genre</b> and <b>context</b> of each work.	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?





CONNECTING

**MU: Cn11.0.C.II**  
HS ACCOMPLISHED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr2.1.C.IIa Assemble and organize multiple sounds or **musical ideas** to **create** an initial expressive statement of selected **sonic events**, memories, images, concepts, texts, or **storylines**.

MU:Pr4.2.C.IIa **Analyze** how the **elements of music** (including **form**) of the selected work(s) relate to the **style, function, and context**, and explain the implications for rehearsal and **performance**.

MU:Pr6.1.C.IIb Explain how **compositions** are appropriate for both audience and **context**, and how this will shape future compositions.

MU:Re7.2.C.IIa **Analyze** aurally and/or by reading the **scores of musical works**, the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to **style, mood, and context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

CREATING	<b>MU: Cr1.1.C.III</b> HS ADVANCED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>		<b>IMAGINE</b>
		a. Describe and demonstrate multiple ways in which sounds and <b>musical ideas</b> can be used to represent extended <b>sonic experiences</b> or abstract ideas.		
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.		<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.C.III</b> HS ADVANCED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>		<b>PLAN / MAKE</b>
		a. Assemble and organize multiple sounds or extended <b>musical ideas</b> to <b>create</b> initial expressive statements of selected extended <b>sonic experiences</b> or abstract ideas. b. Analyze and demonstrate the development of sounds and extended <b>musical ideas</b> in drafts of music within a variety of <b>moderately complex</b> or <b>complex forms</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.		<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
<b>MU: Cr3.1.C.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		<b>EVALUATE / REFINE</b>	
	a. Research, identify, explain, and apply <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.			
<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.		<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		



# Composition & Theory [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.C.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	<p>a. <b>Share</b> music through the use of notation, solo or group <b>performance</b>, or technology, and demonstrate and explain how the <b>elements of music</b>, <b>compositional techniques</b> and processes have been employed to realize <b>expressive intent</b>.</p> <p>b. Describe a variety of possible <b>contexts</b> and mediums for presenting personal works, and explain and compare how each could impact the success of the final <b>composition</b> and presentation.</p>		
		<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.C.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
	<p>a. Identify and select specific <b>sections</b>, movements, or entire works that express personal experiences and interests, <b>moods</b>, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b>.</p>		
		<b>ENDURING UNDERSTANDING</b> Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
PERFORMING	<b>MU: Pr4.2.C.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
	<p>a. <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b>), and <b>compositional techniques</b> of selected works relate to the <b>style</b>, <b>function</b>, and <b>context</b>, and explain and support the <b>analysis</b> and its implications for rehearsal and <b>performance</b>.</p>		
		<b>ENDURING UNDERSTANDING</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?



# Composition & Theory [MUSIC] Words in **red** are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.C.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
	a. Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> , <b>style</b> , <b>function</b> , and <b>context</b> , explaining and justifying how the interpretive choices reflect the creators' <b>intent</b> .		
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.C.III</b> HS ADVANCED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
	a. Create rehearsal plans for works, identifying the <b>form</b> , repetition and variation within the form, <b>compositional techniques</b> , and the <b>style</b> and <b>historical</b> or <b>cultural context</b> of the work. b. Using <b>established criteria</b> and feedback, identify the ways in which performances use <b>compositional techniques</b> and convey the <b>formal design</b> , <b>style</b> , and <b>historical/cultural context</b> of the works. c. Identify, compare, and implement strategies for improving the <b>technical</b> and <b>expressive aspects</b> of multiple contrasting works.		
	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?	
	<b>MU: Pr6.1.C.III</b> HS ADVANCED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	a. Share live or recorded <b>performances</b> of works (both personal and others'), and explain and/or demonstrate understanding of how the <b>expressive intent</b> of the music is conveyed. b. Explain how <b>compositions</b> are appropriate for a variety of audiences and <b>contexts</b> , and how this will shape future compositions.		
	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	



RESPONDING	<b>MU: Re7.1.C.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Apply researched or <b>personally-developed criteria</b> to select music that expresses personal experiences and interests, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b> , and describe and justify the choice as models for <b>composition</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.C.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. <b>Analyze</b> aurally and/or by reading the <b>scores</b> of <b>musical works</b> the <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> and <b>procedures</b> , relating them to aesthetic effectiveness, <b>style</b> , <b>mood</b> , and <b>context</b> ; and explain how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
<b>MU: Re8.1.C.III</b> HS ADVANCED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET	
	a. Develop, justify and defend <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing the use of <b>elements of music</b> (including <b>form</b> ), <b>compositional techniques</b> , and the <b>style/genre</b> and <b>context</b> of each work.		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?		



# Composition & Theory [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.C.III</b> HS ADVANCED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	<p>a. Evaluate the effectiveness of the <b>technical</b> and <b>expressive aspects</b> of selected music and <b>performances</b>, demonstrating understanding of theoretical concepts and complex <b>compositional techniques</b> and <b>procedures</b>.</p> <p>b. Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.</p>		
<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.		<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	
CONNECTING	<b>MU: Cn10.0.C.III</b> HS ADVANCED	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	<p>a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><i>Embedded within:</i>          MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and <b>musical ideas</b> can be used to represent extended <b>sonic experiences</b> or abstract ideas.          MU:Cr3.2.C.IIIa <b>Share</b> music through the use of notation, solo or group <b>performance</b>, or technology and demonstrate and explain how the <b>elements of music</b>, <b>compositional techniques</b> and processes have been employed to realize <b>expressive intent</b>.          MU:Pr4.1.C.IIIa Identify and select specific <b>sections</b>, movements, or entire works that express personal experiences and interests, <b>moods</b>, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex</b> or <b>complex forms</b>.          MU:Re8.1.C.IIIa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers' musical and <b>expressive intent</b> by citing their use of <b>elements of music</b> (including <b>form</b>), <b>compositional techniques</b>, and the <b>style/genre</b> and <b>context</b> of each work.</p>		
<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.		<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



CONNECTING

**MU: Cn11.0.C.III**  
HS ADVANCED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended **musical ideas** to **create** initial expressive statements of selected extended **sonic experiences** or abstract ideas.

MU:Pr4.2.C.IIIa **Analyze** how the **elements of music** (including **form**) and **compositional techniques** of the selected work(s) relate to the **style, function, and context**, and explain and support the **analysis** and its implications for rehearsal and **performance**.

MU:Pr6.1.C.IIIb Explain how **compositions** are appropriate for a variety of audiences and **contexts**, and how this will shape future compositions.

MU:Re7.2.C.IIIa **Analyze** aurally and/or by reading the **scores** of **musical works** the **elements of music** (including **form**), **compositional techniques** and **procedures**, relating them to aesthetic effectiveness, **style, mood, and context**; and explain how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.

ENDURING UNDERSTANDING

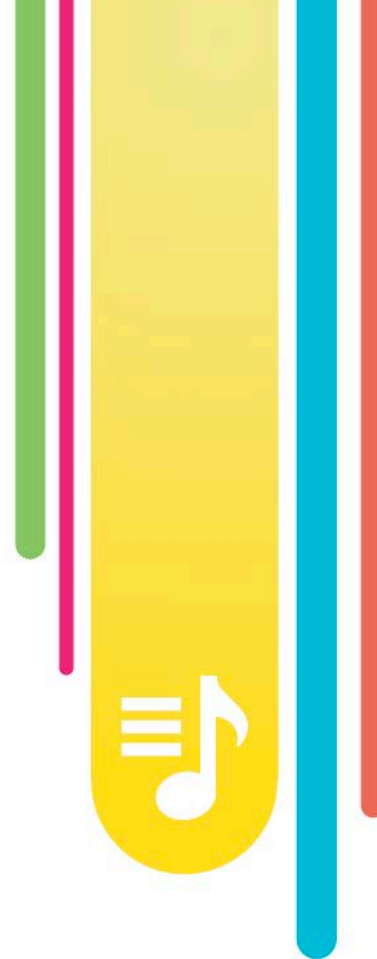
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

# Performing Ensembles

[MUSIC]







# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.E.5</b> NOVICE	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	<b>IMAGINE</b>
		a. Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.E.5</b> NOVICE	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<b>PLAN / MAKE</b>
a. Select and develop draft melodic and rhythmic ideas or <b>motives</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.			
<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?		
<b>MU: Cr3.1.E.5</b> NOVICE	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<b>EVALUATE / REFINE</b>	
	a. Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>teacher-provided criteria</b> .		
<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		
<b>MU: Cr3.2.E.5</b> NOVICE	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	<b>PRESENT</b>	
	a. <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.		
<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?		

# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



PERFORMING

**MU: Pr4.1.E.5**  
NOVICE

**Select, analyze and interpret artistic work for presentation.**

*Select varied musical works to present based on interest, knowledge, technical skill, and context.*

SELECT

- a. Select varied **repertoire** to study based on interest, music reading skills (where appropriate), an understanding of the **structure** of the music, **context**, and the **technical skill** of the individual or **ensemble**.

ENDURING UNDERSTANDING

Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

ESSENTIAL QUESTION(S)

How do performers select repertoire?

**MU: Pr4.2.E.5**  
NOVICE

**Select, analyze and interpret artistic work for presentation.**

*Analyze the structure and context of varied musical works and their implications for performance.*

ANALYZE

- a. Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in **musical works** inform prepared or improvised **performances**.

ENDURING UNDERSTANDING

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

ESSENTIAL QUESTION(S)

How does understanding the structure and context of musical works inform performance?

**MU: Pr4.3.E.5**  
NOVICE

**Select, analyze and interpret artistic work for presentation.**

*Develop personal interpretations that consider creators' intent.*

INTERPRET

- a. Identify **expressive qualities** in a varied **repertoire** of music that can be demonstrated through prepared and improvised **performances**.

ENDURING UNDERSTANDING

Performers make interpretive decisions based on their understanding of context and intent.

ESSENTIAL QUESTION(S)

How do performers interpret musical works?

**MU: Pr5.1.E.5**  
NOVICE

**Develop and refine artistic techniques and work for presentation.**

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

REHEARSE /  
EVALUATE / REFINE

- a. Use self-reflection and peer feedback to **refine** individual and **ensemble performances** of a varied **repertoire** of music.

ENDURING UNDERSTANDING

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

ESSENTIAL QUESTION(S)

How do musicians improve the quality of their performance?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr6.1.E.5</b> NOVICE	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	<p>a. Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.</p> <p>b. Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p>		
<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.		<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	
RESPONDING	<b>MU: Re7.1.E.5</b> NOVICE	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
	<p>a. Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b>.</p>		
<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.		<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
RESPONDING	<b>MU: Re7.2.E.5</b> NOVICE	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
	<p>a. Identify how knowledge of <b>context</b> and the use of repetition, similarities, and contrasts inform the response to music.</p>		
<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.		<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re8.1.E.5</b> NOVICE	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
	a. Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , referring to the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?
RESPONDING	<b>MU: Re9.1.E.5</b> NOVICE	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
	a. Identify and describe the effect of interest, experience, <b>analysis</b> , and <b>context</b> on the evaluation of music.	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?
CONNECTING	<b>MU: Cn10.0.E.5</b> NOVICE	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.E.5a <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal. MU:Pr4.1.E.5a Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b> , and the <b>technical skills</b> of the individual or <b>ensemble</b> . MU:Pr4.3.E.5a Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b> . MU:Re7.1E.5a Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b> .	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CONNECTING	<b>MU: Cn11.0.E.5</b> NOVICE	<b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>	CONNECT
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i></p> <p>MU:Cr1.1.E.5a Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.</p> <p>MU:Cr3.2.E.5a <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>MU:Pr6.1.E.5b Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b>.</p> <p>MU:Re9.1.E.5a Identify and describe the effect of interest, experience, <b>analysis</b>, and <b>context</b> on the evaluation of music.</p>	<p><b>ENDURING UNDERSTANDING</b></p> <p>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b></p> <p>How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>

# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



CREATING

<b>MU: Cr1.1.E.8</b> INTERMEDIATE	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>		IMAGINE
	a. Compose and <b>improvise</b> ideas for <b>melodies</b> and <b>rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.		
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
<b>MU: Cr2.1.E.8</b> INTERMEDIATE	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>		PLAN / MAKE
	a. Select and develop draft <b>melodies</b> and <b>rhythmic passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.		
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
<b>MU: Cr3.1.E.8</b> INTERMEDIATE	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		EVALUATE / REFINE
	a. Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>collaboratively-developed criteria</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	
<b>MU: Cr3.2.E.8</b> INTERMEDIATE	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>		PRESENT
	a. <b>Share</b> personally-developed <b>melodies</b> and <b>rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.		
	<b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?	

# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



PERFORMING

**MU: Pr4.1.E.8**  
INTERMEDIATE

**Select, analyze and interpret artistic work for presentation.**  
*Select varied musical works to present based on interest, knowledge, technical skill, and context.*

SELECT

- a. Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skill** of the individual and **ensemble**.

**ENDURING UNDERSTANDING**  
Performers' interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

**ESSENTIAL QUESTION(S)**  
How do performers select repertoire?

**MU: Pr4.2.E.8**  
INTERMEDIATE

**Select, analyze and interpret artistic work for presentation.**  
*Analyze the structure and context of varied musical works and their implications for performance.*

ANALYZE

- a. Demonstrate, using music reading skills where appropriate, how the **setting** and formal characteristics of **musical works** contribute to understanding the **context** of the music in prepared or improvised **performances**.

**ENDURING UNDERSTANDING**  
Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

**ESSENTIAL QUESTION(S)**  
How does understanding the structure and context of musical works inform performance?

**MU: Pr4.3.E.8**  
INTERMEDIATE

**Select, analyze and interpret artistic work for presentation.**  
*Develop personal interpretations that consider creators' intent.*

INTERPRET

- a. Demonstrate understanding and application of **expressive qualities** in a varied **repertoire** of music through prepared and improvised **performances**.

**ENDURING UNDERSTANDING**  
Performers make interpretive decisions based on their understanding of context and intent.

**ESSENTIAL QUESTION(S)**  
How do performers interpret musical works?

# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



PERFORMING

**MU: Pr5.1.E.8**  
INTERMEDIATE

**Develop and refine artistic techniques and work for presentation.**

*Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

REHEARSE /  
EVALUATE / REFINE

- a. Develop strategies to address **technical challenges** in a varied **repertoire** of music and evaluate their success using feedback from **ensemble** peers and other sources to **refine performances**.

**ENDURING UNDERSTANDING**

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**ESSENTIAL QUESTION(S)**

How do musicians improve the quality of their performance?

**MU: Pr6.1.E.8**  
INTERMEDIATE

**Convey meaning through the presentation of artistic work.**

*Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

PRESENT

- a. Demonstrate attention to **technical accuracy** and **expressive qualities** in prepared and improvised **performances** of a varied **repertoire** of music representing diverse **cultures** and **styles**.
- b. Demonstrate an understanding of the **context** of the music through prepared and improvised **performances**.

**ENDURING UNDERSTANDING**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**ESSENTIAL QUESTION(S)**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

RESPONDING

**MU: Re7.1.E.8**  
INTERMEDIATE

**Perceive and analyze artistic work.**

*Choose music appropriate for a specific purpose or context.*

SELECT

- a. Explain reasons for selecting music citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

**ENDURING UNDERSTANDING**

Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**ESSENTIAL QUESTION(S)**

How do individuals choose music to experience?





# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.2.E.8</b> INTERMEDIATE	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Describe how understanding <b>context</b> and the way the <b>elements of music</b> are manipulated inform the response to music.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.E.8</b> INTERMEDIATE	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET
		a. Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , citing as evidence the treatment of the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?
	<b>MU: Re9.1.E.8</b> INTERMEDIATE	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
		a. Explain the influence of experiences, <b>analysis</b> , and <b>context</b> on interest in and evaluation of music.	
		<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?



CONNECTING

**MU: Cn10.0.E.8**  
INTERMEDIATE

**Synthesize and relate knowledge and personal experiences to make art.**

CONNECT

*Synthesize and relate knowledge and personal experiences to make music.*

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Embedded within:*

MU:Cr3.2.E.8a **Share** personally-developed **melodies** and **rhythmic passages** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU:Pr4.1.E.5a Select a varied **repertoire** to study based on music reading skills (where appropriate), an understanding of **formal design** in the music, **context**, and the **technical skills** of the individual and **ensemble**.

MU:Pr4.3.E.5c Demonstrate understanding and application of **expressive qualities** in a varied **repertoire** of music through prepared and improvised **performances**.

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and **connections** to interest, **purpose**, and **context**.

**ENDURING UNDERSTANDING**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

**ESSENTIAL QUESTION(S)**

How do musicians make meaningful connections to creating, performing and responding?

**MU: Cn11.0.E.8**  
INTERMEDIATE

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.E.8a Compose and **improvise** ideas for **melodies** and **rhythmic passages** based on characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr3.2.E.8a **Share** personally-developed **melodies** and **rhythmic passages** – individually or as an **ensemble** – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU:Pr6.1.E.5b Demonstrate an understanding of the **context** of the music through prepared and improvised **performances**.

MU:Re9.1.E.8a Explain the influence of experiences, **analysis**, and **context** on interest in and evaluation of music.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.E.I</b> HS PROFICIENT	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	<b>IMAGINE</b>
		a. Compose and <b>improvise</b> ideas for <b>melodies</b> , <b>rhythmic passages</b> , and <b>arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.	
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.E.I</b> HS PROFICIENT	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	<b>PLAN / MAKE</b>
		a. Select and develop draft <b>melodies</b> , <b>rhythmic passages</b> , and <b>arrangements</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal. b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
<b>MU: Cr3.1.E.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	<b>EVALUATE / REFINE</b>	
	a. Evaluate and <b>refine</b> draft <b>melodies</b> , <b>rhythmic passages</b> , <b>arrangements</b> , and <b>improvisations</b> based on <b>established criteria</b> , including the extent to which they address identified <b>purposes</b> .		
<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?		



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.E.I</b> HS PROFICIENT	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> personally-developed <b>melodies</b> , <b>rhythmic passages</b> , and <b>arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians’ presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?
PERFORMING	<b>MU: Pr4.1.E.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> or <b>context</b> of the <b>performance</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.E.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. Demonstrate, using music reading skills where appropriate, how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> impact and inform prepared or improvised <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.E.I</b> HS PROFICIENT	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.E.I</b> HS PROFICIENT	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Develop strategies to address expressive challenges in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	
<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?		
	<b>MU: Pr6.1.E.I</b> HS PROFICIENT	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b> . b. Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b> .	
<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?		



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.E.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
		a. Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.E.I</b> HS PROFICIENT	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	ANALYZE
		a. Explain how the <b>analysis</b> of passages and understanding the way the <b>elements of music</b> are manipulated inform the response to music.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
<b>MU: Re8.1.E.I</b> HS PROFICIENT	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	INTERPRET	
	a. Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , citing as evidence the treatment of the <b>elements of music</b> , <b>contexts</b> , (when appropriate) the <b>setting of the text</b> , and personal research.		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?		



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.E.I</b> HS PROFICIENT	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
		a. Evaluate works and <b>performances</b> based on <b>personally-</b> or <b>collaboratively-developed criteria</b> , including <b>analysis</b> of the <b>structure</b> and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.E.I</b> HS PROFICIENT	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
		a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.E.Ia <b>Share</b> personally-developed <b>melodies, rhythmic passages,</b> and <b>arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> . MU:Pr4.1.E.Ia Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music, the <b>technical skills</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> or <b>context</b> of the <b>performance</b> . MU:Pr4.3.E.Ia Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> . MU:Re7.1.E.Ia Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CONNECTING	<p><b>MU: Cn11.0.E.I</b> HS PROFICIENT</p>	<p><b>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>	CONNECT
	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>Embedded within:</i>            MU:Cr1.1.E.Ia Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages</b>, and <b>arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.            MU:Cr3.2.E.Ia <b>Share</b> personally-developed <b>melodies, rhythmic passages</b>, and <b>arrangements</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b>.            MU:Pr6.1.E.Ib Demonstrate an understanding of <b>expressive intent</b> by connecting with an audience through prepared and improvised <b>performances</b>.            MU:Re9.1.E.Ia Evaluate works and <b>performances</b> based on <b>personally-</b> or <b>collaboratively-developed criteria</b>, including <b>analysis</b> of the <b>structure</b> and <b>context</b>.</p>	<p><b>ENDURING UNDERSTANDING</b>            Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p><b>ESSENTIAL QUESTION(S)</b>            How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>





# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr1.1.E.II</b> HS ACCOMPLISHED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	a. Compose and <b>improvise</b> ideas for <b>arrangements</b> , <b>sections</b> , and short <b>compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.		
	<b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?	
	<b>MU: Cr2.1.E.II</b> HS ACCOMPLISHED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	a. Select and develop <b>arrangements</b> , <b>sections</b> , and short <b>compositions</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal. b. Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> , audio, or video recording.		
	<b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?	
	<b>MU: Cr3.1.E.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	a. Evaluate and <b>refine</b> draft <b>arrangements</b> , <b>sections</b> , short <b>compositions</b> , and <b>improvisations</b> based on <b>personally-developed criteria</b> , including the extent to which they address identified <b>purposes</b> .		
	<b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?	



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CREATING	<b>MU: Cr3.2.E.II</b> HS ACCOMPLISHED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
		a. <b>Share</b> personally-developed <b>arrangements, sections</b> , and short <b>compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> .	
	ENDURING UNDERSTANDING Musicians’ presentation of creative work is the culmination of a process of creation and communication.	ESSENTIAL QUESTION(S) When is creative work ready to share?	

PERFORMING	<b>MU: Pr4.1.E.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	
	ENDURING UNDERSTANDING Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	ESSENTIAL QUESTION(S) How do performers select repertoire?	
	<b>MU: Pr4.2.E.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
	a. Document and demonstrate, using music reading skills where appropriate, how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> may impact and inform prepared and improvised <b>performances</b> .		
	ENDURING UNDERSTANDING Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	ESSENTIAL QUESTION(S) How does understanding the structure and context of musical works inform performance?	



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.3.E.II</b> HS ACCOMPLISHED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators' intent.</i>	INTERPRET
		a. Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music influences prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience.	
	<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?	
	<b>MU: Pr5.1.E.II</b> HS ACCOMPLISHED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
		a. Develop and apply appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music, and evaluate their success.	
		<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
	<b>MU: Pr6.1.E.II</b> HS ACCOMPLISHED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
		a. Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures</b> , <b>styles</b> , <b>genres</b> , and <b>historical periods</b> . b. Demonstrate an understanding of <b>intent</b> as a means for connecting with an audience through prepared and improvised <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.1.E.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	<b>SELECT</b>
		a. Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?	
	<b>MU: Re7.2.E.II</b> HS ACCOMPLISHED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Explain how the <b>analysis</b> of <b>structures</b> and <b>contexts</b> inform the response to music.	
	<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?	
<b>MU: Re8.1.E.II</b> HS ACCOMPLISHED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>	
	a. Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> citing as evidence the treatment of the <b>elements of music, contexts</b> , (when appropriate) the <b>setting of the text</b> , and varied researched sources.		
<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?		



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re9.1.E.II</b> HS ACCOMPLISHED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	EVALUATE
		a. Evaluate works and <b>performances</b> based on research as well as <b>personally-</b> and <b>collaboratively-developed criteria</b> , including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	

CONNECTING	<b>MU: Cn10.0.E.II</b> HS ACCOMPLISHED	<b>Synthesize and relate knowledge and personal experiences to make art.</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	CONNECT
		a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  <i>Embedded within:</i> MU:Cr3.2.E.IIa <b>Share</b> personally-developed <b>arrangements</b> , <b>sections</b> , and short <b>compositions</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> . MU:Pr4.1.E.IIa Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skills</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> . MU:Pr4.3.E.IIa Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music influences prepared and improvised <b>performances</b> as well as performers' <b>technical skill</b> to connect with the audience. MU:Re7.1.E.IIa Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	
	<b>ENDURING UNDERSTANDING</b> Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make meaningful connections to creating, performing and responding?	



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

CONNECTING

**MU: Cn11.0.E.II**  
HS ACCOMPLISHED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.E.IIa Compose and **improvise** ideas for **arrangements**, **sections**, and short **compositions** for specific **purposes** that reflect characteristic(s) of music from a variety of **cultures** studied in rehearsal.

MU:Cr3.2.E.IIa **Share** personally-developed **arrangements**, **sections**, and short **compositions** – individually or as an **ensemble** – that address identified **purposes**.

MU:Pr6.1.E.IIb Demonstrate an understanding of **intent** as a means for connecting with an audience through prepared and improvised **performances**.

MU:Re9.1.E.IIa Evaluate works and **performances** based on research as well as **personally-** and **collaboratively-developed criteria**, including **analysis** and **interpretation** of the **structure** and **context**.

**ENDURING UNDERSTANDING**

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**ESSENTIAL QUESTION(S)**

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.



## CREATING

<b>MU: Cr1.1.E.III</b> HS ADVANCED	<b>Generate and conceptualize artistic ideas and work.</b> <i>Generate musical ideas for various purposes and contexts.</i>	IMAGINE
	a. Compose and <b>improvise musical ideas</b> for a variety of <b>purposes</b> and <b>contexts</b> .  <b>ENDURING UNDERSTANDING</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	<b>ESSENTIAL QUESTION(S)</b> How do musicians generate creative ideas?
<b>MU: Cr2.1.E.III</b> HS ADVANCED	<b>Organize and develop artistic ideas and work.</b> <i>Select and develop musical ideas for defined purposes and contexts.</i>	PLAN / MAKE
	a. Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a variety of <b>purposes</b> and <b>contexts</b> . b. Preserve draft <b>musical works</b> through <b>standard notation</b> , audio, or video recording.  <b>ENDURING UNDERSTANDING</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do musicians make creative decisions?
<b>MU: Cr3.1.E.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>	EVALUATE / REFINE
	a. Evaluate and <b>refine</b> varied draft <b>musical works</b> based on appropriate <b>criteria</b> , including the extent to which they address identified <b>purposes</b> and <b>contexts</b> .  <b>ENDURING UNDERSTANDING</b> Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their creative work?
<b>MU: Cr3.2.E.III</b> HS ADVANCED	<b>Refine and complete artistic work.</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>	PRESENT
	a. <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address identified <b>purposes</b> and <b>contexts</b> .  <b>ENDURING UNDERSTANDING</b> Musicians' presentation of creative work is the culmination of a process of creation and communication.	<b>ESSENTIAL QUESTION(S)</b> When is creative work ready to share?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr4.1.E.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>	SELECT
		a. Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	
		<b>ENDURING UNDERSTANDING</b> Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.	<b>ESSENTIAL QUESTION(S)</b> How do performers select repertoire?
	<b>MU: Pr4.2.E.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i>	ANALYZE
		a. Examine, evaluate, and critique, using music reading skills where appropriate, how the <b>structure</b> and <b>context</b> impact and inform prepared and improvised <b>performances</b> .	
		<b>ENDURING UNDERSTANDING</b> Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of musical works inform performance?
	<b>MU: Pr4.3.E.III</b> HS ADVANCED	<b>Select, analyze and interpret artistic work for presentation.</b> <i>Develop personal interpretations that consider creators’ intent.</i>	INTERPRET
		a. Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music informs prepared and improvised <b>performances</b> as well as performers’ <b>technical skill</b> to connect with the audience.	
		<b>ENDURING UNDERSTANDING</b> Performers make interpretive decisions based on their understanding of context and intent.	<b>ESSENTIAL QUESTION(S)</b> How do performers interpret musical works?





# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

PERFORMING	<b>MU: Pr5.1.E.III</b> HS ADVANCED	<b>Develop and refine artistic techniques and work for presentation.</b> <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>	REHEARSE / EVALUATE / REFINE
	a. Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.	<b>ENDURING UNDERSTANDING</b> To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	<b>ESSENTIAL QUESTION(S)</b> How do musicians improve the quality of their performance?
PERFORMING	<b>MU: Pr6.1.E.III</b> HS ADVANCED	<b>Convey meaning through the presentation of artistic work.</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>	PRESENT
	a. Demonstrate an understanding and mastery of the technical demands and <b>expressive qualities</b> of the music through prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> in multiple types of <b>ensembles</b> . b. Demonstrate an <b>ability</b> to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised <b>performances</b> .	<b>ENDURING UNDERSTANDING</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	<b>ESSENTIAL QUESTION(S)</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
RESPONDING	<b>MU: Re7.1.E.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Choose music appropriate for a specific purpose or context.</i>	SELECT
	a. Use research and <b>personally-developed criteria</b> to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble <b>purpose</b> and <b>context</b> .	<b>ENDURING UNDERSTANDING</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	<b>ESSENTIAL QUESTION(S)</b> How do individuals choose music to experience?



# Performing Ensembles [MUSIC] Words in red are defined in the Glossary.

RESPONDING	<b>MU: Re7.2.E.III</b> HS ADVANCED	<b>Perceive and analyze artistic work.</b> <i>Analyze how the structure and context of varied musical works inform the response.</i>	<b>ANALYZE</b>
		a. Demonstrate and justify how the <b>analysis</b> of <b>structures</b> , <b>contexts</b> , and performance decisions inform the response to music.	
		<b>ENDURING UNDERSTANDING</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	<b>ESSENTIAL QUESTION(S)</b> How does understanding the structure and context of music inform a response?
	<b>MU: Re8.1.E.III</b> HS ADVANCED	<b>Interpret intent and meaning in artistic work.</b> <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>	<b>INTERPRET</b>
		a. Justify <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> by comparing and synthesizing varied researched sources, including reference to other art forms.	
		<b>ENDURING UNDERSTANDING</b> Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	<b>ESSENTIAL QUESTION(S)</b> How do we discern musical creators' and performers' expressive intent?
<b>MU: Re9.1.E.III</b> HS ADVANCED	<b>Apply criteria to evaluate artistic work.</b> <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>	<b>EVALUATE</b>	
	a. Develop and justify evaluations of music, <b>programs</b> of music, and <b>performances</b> based on <b>criteria</b> , personal decision-making, research, and understanding of <b>contexts</b> .		
	<b>ENDURING UNDERSTANDING</b> The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	<b>ESSENTIAL QUESTION(S)</b> How do we judge the quality of musical work(s) and performance(s)?	



CONNECTING

**MU: Cn10.0.E.III**  
HS ADVANCED

**Synthesize and relate knowledge and personal experiences to make art.**  
*Synthesize and relate knowledge and personal experiences to make music.*

CONNECT

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

*Embedded within:*

MU:Cr3.2.E.IIIa **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes** and **contexts**.

MU:Pr4.1.E.IIIa Develop and apply **criteria** to select varied **programs** to study and **perform** based on an understanding of **theoretical** and **structural** characteristics and expressive challenges in the music, the **technical skills** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

MU:Pr4.3.E.IIIa Demonstrate how understanding the **style**, **genre**, and **context** of a varied **repertoire** of music informs prepared and improvised **performances** as well as performers’ **technical skill** to connect with the audience.

MU:Re7.1.E.IIIa Use research and **personally-developed criteria** to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble **purpose** and **context**.

ENDURING UNDERSTANDING

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

ESSENTIAL QUESTION(S)

How do musicians make meaningful connections to creating, performing and responding?

**MU: Cn11.0.E.III**  
HS ADVANCED

**Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

CONNECT

*Relate musical ideas and works with varied context to deepen understanding.*

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

*Embedded within:*

MU:Cr1.1.E.IIIa Compose and **improvise musical ideas** for a variety of **purposes** and **contexts**.

MU:Cr3.2.E.IIIb **Share** varied, personally-developed **musical works** – individually or as an **ensemble** – that address identified **purposes** and **contexts**.

MU:Pr6.1.E.IIIb Demonstrate an **ability** to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised **performances**.

MU:Re9.1.E.IIIa Develop and justify evaluations of music, **programs** of music, and **performances** based on **criteria**, personal decision-making, research, and understanding of **contexts**.

ENDURING UNDERSTANDING

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

ESSENTIAL QUESTION(S)

How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

# GLOSSARY

---

## **AB**

Musical form consisting of two sections, A and B, which contrast with each other (binary form).

## **ABA**

Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form).

## **ABILITY**

Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction.

## **ACADEMIC VOCABULARY**

Words that traditionally are used in academic dialogue and text.

## **ANALOG TOOLS**

Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers.

## **ANALYSIS**

(See **ANALYZE**).

## **ANALYZE**

Examine in detail the structure and context of the music.

## **ARRANGEMENT**

Setting or adaptation of an existing musical composition.

## **ARRANGER**

Person who creates alternative settings or adaptations of existing music.

## **ARTICULATION**

Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones).

## **ARTISTIC LITERACY**

Knowledge and understanding required to participate authentically in the Arts.

## **ATONALITY**

Music in which no tonic or key center is apparent.

## **AUDIATE**

Hear and comprehend sounds in one's head (inner hearing), even when no sound is present.

## **AUDIENCE ETIQUETTE**

Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed.

## **BEAT**

Underlying steady pulse present in most music.

## **BENCHMARK**

Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set).

## **BINARY FORM**

(See **AB**).

## **BODY PERCUSSION**

Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping.

## **BORDUN**

Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating.

### **CHANT**

Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm.

### **CHART**

Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes.

### **CHORD PROGRESSION**

Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music.

### **COLLABORATIVELY**

Working together on a common (musical) task or goal.

### **COLLABORATIVELY-DEVELOPED CRITERIA**

Qualities or traits for assessing achievement level that have been through a process of collective decision-making.

### **COMPLEX FORMAL STRUCTURE**

Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections.

### **COMPOSER**

One who creates music compositions.

### **COMPOSITION**

Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording.

### **COMPOSITIONAL DEVICES**

Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form.

### **COMPOSITIONAL PROCEDURES**

Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing.

### **COMPOSITIONAL TECHNIQUES**

Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices.

### **CONCEPTS, MUSIC**

Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas.

### **CONNECTION**

Relationship among artistic ideas, personal meaning, and/or external context.

### **CONTEXT**

Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence.

### **CONTEXT, CULTURAL**

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

### **CONTEXT, HISTORICAL**

Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience.

### **CONTEXT, PERSONAL**

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

### CONTEXT, SOCIAL ENVIRONMENT

Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

### CRAFTSMANSHIP

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance.

### CREATE

Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work.

### CREATIVE INTENT

Shaping of the elements of music to express and convey emotions, thoughts, and ideas.

### CREATOR

One who originates a music composition, arrangement, or improvisation.

### CRITERIA

Guidelines used to judge the quality of a student's performance (See **RUBRIC**).

### CULTURAL CONTEXT

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice.

### CULTURALLY AUTHENTIC PERFORMANCE

Presentation that reflects practices and interpretation representative of the style and traditions of a culture.

### CULTURE

Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.

### CYCLICAL STRUCTURE

Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements.

### DEMONSTRATE

Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments.

### DIATONIC

Seven-tone scale consisting of five whole steps and two half steps.

### DIGITAL ENVIRONMENT

Simulated place made or created through the use of one or more computers, sensors, or equipment.

### DIGITAL NOTATION

A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers.

### DIGITAL RESOURCES

Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone.

### DIGITAL SYSTEMS

Platforms that allow interaction and the conversion between and through the audio and digital domains.

### DIGITAL TOOLS

Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software.

### DYNAMICS

Level or range of loudness of a sound or sounds.

### ELEMENTS OF MUSIC

Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music.

### ENDURING UNDERSTANDING

Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations.

## ENSEMBLE

Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming.

## ESSENTIAL QUESTION

Question that is central to the core of a discipline – in this case, music – and promotes investigation to uncover corresponding enduring understanding(s).

## ESTABLISHED CRITERIA

Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time.

## EXPANDED FORM

Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda.

## EXPLORE

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music.

## EXPRESSION

Feeling conveyed through music.

## EXPRESSIVE ASPECTS

Characteristics that convey feeling in the presentation of musical ideas.

## EXPRESSIVE INTENT

The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music.

## EXPRESSIVE QUALITIES

Qualities such as dynamics, tempo, articulation which when combined with other elements of music give a composition its musical identity.

## FORM

Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

## FORMAL DESIGN

Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece.

## FRET

Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch.

## FUNCTION

Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising.

## FUNDAMENTALS OF MUSIC THEORY

Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords.

## FUSION

Type of music created by combining contrasting styles into a new style.

## GENRE

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country.

## GUIDANCE

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently.

## HARMONIC SEQUENCES

Series of two or more chords commonly used to support melody(ies).



### **HARMONIZING INSTRUMENTS**

Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs.

### **HARMONIZATION**

Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material.

### **HARMONY**

Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions.

### **HETEROPHONIC**

Musical texture in which slightly different versions of the same melody sound simultaneously.

### **HISTORICAL CONTEXT**

Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience.

### **HISTORICAL PERIODS**

Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-).

### **HOMOPHONIC**

Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords.

### **ICONIC NOTATION**

Representation of sound and its treatment using lines, drawings, pictures.

### **IMAGINE**

Generate musical ideas for various purposes and contexts.

### **IMAGINATION**

Ability to generate in the mind ideas, concepts, sounds, and images that are not physically present and may not have been previously experienced (See **AUDIATE**).

### **IMPROVISATION**

Music created and performed spontaneously or “in-the-moment,” often within a framework determined by the musical style.

### **IMPROVISER**

One who creates music spontaneously or “in-the-moment”.

### **INDEPENDENTLY**

Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed.

### **INTENT**

Meaning or feeling of the music planned and conveyed by a creator or performer.

### **INTERPRET**

Determine and demonstrate music’s expressive intent and meaning when responding and performing.

### **INTERPRETATION**

Intent and meaning that a performer realizes in studying and performing a piece of music.

### **INTERVALS**

Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively.

### **INTONATION**

Singing or playing the correct pitch in tune.

### **KEY SIGNATURE**

Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode.



### LEAD-SHEET NOTATION

System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played.

### LYRICS

Words of a song.

### MAJOR SCALE

Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half.

### MELODIC CONTOUR

Shape of a melody created by the way its pitches repeat and move up and down in steps and skips.

### MELODIC PASSAGE

Short section or series of notes within a larger work that constitutes a single coherent melodic idea.

### MELODIC PATTERN

Grouping, generally brief, of tones or pitches.

### MELODY

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music.

### METER

Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter).

### MINOR SCALE

Scale in which one characteristic feature is a half-step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic.

### MODAL

Music based on a mode other than major or minor.

### MODES

Seven-tone scales that include five whole steps and two half steps; the seven possible modes — Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian — were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged.

### MODEL CORNERSTONE ASSESSMENT

Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components.

### MODERATELY COMPLEX FORMAL STRUCTURE

Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way.

### MOOD

Over-all feeling that a section or piece of music conveys.

### MONOPHONIC

Musical texture consisting of a single, unaccompanied melodic line.

### MOTIF/MOTIVE

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element.

### MOVEMENT

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds.

### MUSIC LITERACY

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding.

### **MUSIC THEORY**

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works.

### **MUSIC VOCABULARY**

Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary).

### **MUSICAL CRITERIA**

Traits relevant to assessing music attributes of a work or performance.

### **MUSICAL IDEA**

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece.

### **MUSICAL RANGE**

Span between the highest and lowest pitches of a melody, instrument, or voice.

### **MUSICAL WORK**

Piece of music preserved as a notated copy or sound recording or passed through oral tradition.

### **NON-PITCHED INSTRUMENTS**

Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones.

### **NOTATION**

Visual representation of musical sounds.

### **ONE-PART FORMAL STRUCTURE**

Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as through-composed.

### **OPEN-ENDED ASSESSMENT**

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting.

### **PENTATONIC SCALE**

Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible.

### **PERFORM**

Process of realizing artistic ideas and work through interpretation and presentation.

### **PERFORMING, PERFORMANCE**

Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing).

### **PERFORMANCE DECORUM**

Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire.

### **PERFORMANCE PRACTICE**

Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work.

### **PERFORMANCE TECHNIQUE**

Personal technical skills developed and used by a performer.

### **PERSONAL CONTEXT**

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences.

### **PERSONALLY-DEVELOPED CRITERIA**

Qualities or traits for assessing achievement level developed by students individually.

### **PHRASE**

Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text.

### **PHRASING**

Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling.

**PIECE**

General, non-technical term referring to a composition or musical work.

**PITCH**

Identification of a tone or note with respect to highness or lowness (i.e., frequency).

**PLAN**

Select and develop musical ideas for creating a musical work.

**POLYPHONIC**

Musical texture in which two or more melodies sound simultaneously.

**POLYTONAL**

Music in which two or more tonalities (keys) sound simultaneously.

**PRESENT**

Share artistic work (e.g., a composition) with others.

**PROGRAM**

Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting.

**PURPOSE**

Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression.

**REFINE**

Make changes in musical works or performances to more effectively realize intent through technical quality or expression.

**REPERTOIRE**

Body or set of musical works that can be performed.

**RESPOND**

Understand and evaluate how the arts convey meaning.

**RHYTHM**

Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.

**RHYTHMIC PASSAGE**

Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea.

**RHYTHMIC PATTERN**

Grouping, generally brief, of long and short sounds and silences.

**RONDO**

Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA.

**RUBRIC**

Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement.

**SCALE**

Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps.

**SCORE**

Written notation of an entire music composition.

**SECTION**

One of a number of distinct segments that together comprise a composition; a section consists of several phrases.

**SELECT**

Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context.

**SENSITIVITY**

Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression.

**SET**

Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording.

### SETTING

Specified or implied instrumentation, voicing, or orchestration of a musical work.

### SETTING OF THE TEXT

Musical treatment of text as presented in the music.

### SHARE

Present artistic work (e.g., a composition) to others.

### SIGHT-READING

First attempt to perform a notated musical work.

### SIMPLE FORMAL STRUCTURE

Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections.

### SOCIAL CONTEXT

Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience.

### SONIC EVENTS

Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical.

### SONIC EXPERIENCE

Perception and understanding of the sounds and silences of a musical work and their inter-relationship.

### STAGE PRESENCE

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression.

### STAGING

Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance.

### STANDARD NOTATION

System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation.

### STORYLINE

Extra-musical narrative that inspires or explains the structure of a piece of music.

### STROPHIC FORM

Vocal music in which the music repeats with a new set of text each time.

### STRUCTURAL

(See **STRUCTURE**).

### STRUCTURE

Totality of a musical work.

### STYLE

Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre.

### STYLISTIC EXPRESSION

Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin.

### TABLATURE

System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board.

### TEACHER-PROVIDED CRITERIA

Qualities or traits for assessing achievement level that are provided to students by the teacher.

### TECHNICAL ASPECTS

Characteristics enabling the accurate representation/presentation of musical ideas.

### **TECHNICAL CHALLENGES**

Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution.

### **TECHNICAL ACCURACY, TECHNICAL SKILL**

Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work.

### **TEMPO**

Rate or speed of the beat in a musical work or performance.

### **TENSION/RELEASE**

Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling.

### **TERNARY FORM**

(See **ABA**).

### **TEXTURE**

Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound.

### **THEME AND VARIATIONS**

Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody.

### **THEORETICAL**

(See **FUNDAMENTALS OF MUSIC THEORY**).

### **TIMBRE**

Tone color or tone quality that distinguishes one sound source, instrument, or voice from another.

### **TONAL PATTERN**

Grouping, generally brief, of tones or pitches.

### **TONALITY**

Tonic or key tone around which a piece of music is centered.

### **TRANSFER**

Use music knowledge and skills appropriately in a new context.

### **UNITY**

Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See **VARIETY**).

### **VARIETY**

Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See **UNITY**).

### **VENUE**

Physical setting in which a musical event takes place.

### **VOCABLES**

Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent.

### **VOCALIZATIONS**

Vocal exercises that include no text and are sung to one or more vowels.

## REFERENCES

---

Americans for the Arts

[www.americansforthearts.org](http://www.americansforthearts.org)

Graphic: Playlist by Mike Rowe from the Noun Project

[www.thenounproject.com](http://www.thenounproject.com)

The Kennedy Center

[education.kennedy-center.org//education/ceta/arts\\_integration\\_definition.pdf](http://education.kennedy-center.org//education/ceta/arts_integration_definition.pdf)

Media Arts

[www.mediaartseducation.org](http://www.mediaartseducation.org)

National Association for Music Education

[www.nafme.org](http://www.nafme.org)

National Coalition for Core Arts Standards

[www.nationalartsstandards.org](http://www.nationalartsstandards.org)

State Education Agency Directors of Arts Education

[seadae.org](http://seadae.org)

The John F. Kennedy Center for the Performing Arts

[www.kennedy-center.org/](http://www.kennedy-center.org/)

Wiggins, Grant and McTighe, Jay (2005). *Understanding by Design Association for Supervision & Curriculum Development* (2<sup>nd</sup> ed.).

[ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf](http://ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf)

Source: *Miss. Code Ann. §37-1-3*